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THESIS

ATTITUDES AND KNOWLEDGE OF CHILDREN REGARDING THE PRESENT WORLD CRISIS, WORLD WAR II

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Thesis

ATTITUDES AND KNOWLEDGE OF CHILDREN REGARDING THE PRESENT WORLD CRISIS, WORLD WAR II

by

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The investigator of this survey expresses her sincere appreciation to the girls and boys who accepted the questionnaire with eagerness and were tested, to their teachers, principals and to Dr. W. Linwood Chase, who made the survey possible.

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THE PROBLEM AND DEFINITIONS OF TERMS USED

The United States of America has been actively engaged in a war against her enemies, the Empire of Japan and the German Reich, for a period of time over two years. This war will have far-reaching effects upon the lives of children everywhere. We are told by the Children's Bureau[1] that, "We cannot protect our children from life, we can only help them to face it and go forward." We realize with P. Gastwirth and J. Silverblatt that:

> The movies, the radio, the press, the pulpit, the classroom discussions, the assembly programs, the air-raid drills, the black-outs, the air-raid wardens, the overheard conversations of parents and other adults, and the drafting of relatives and neighbors, all form a grim network of war experiences from which few children can escape.[2]

"One of the great problems of modern times," according to F. K. Branom[3], "is the proper education of our boys and girls so that they will become good intelligent American citizens."

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[1]Children's Bureau, United States Department of Labor, "Children In Wartime No. 1" Bureau Publication #282 Washington, D.C. 1942. p. 19

[2]P. Gastwirth and J. Silverblatt, "Reactions of junior high school children to the war," High Points, 25:59-63 Ja '43.

[3]Frederick K. Branom, "The Teaching Of The Social Studies In A Changing World," (New York: W. H. Sadlier, Inc., 1942) p. vii.

Pearl Buck reveals to us a sad truth when she states,

> I suppose there has never been an age when children suffered more heavily than they have in this one. It is ironical that in an age when we have prided ourselves on our progress in the intelligent care and teaching of children we have at the same time put them at the mercy of new and most terrible weapons of destruction.[4]

The rates of progress in the different phases of our way of life or culture have not been uniform. Scientists have perfected machines, psychologists and educators of every type have given us a greater understanding of child nature, but as a nation, we have neglected the so-called art of getting along in the world. This weakness or cultural lag must become an objective for improvement. Such an out-of-jointedness in any society may be corrected in time by providing proper education for the coming generations of world citizens, The importance of education and re-education of all peoples in the post war world is emphasized by W. F. Vaughan:

> The settlement of international disputes by non-violent means has been mentioned as one of the essentials of a world at peace. The attainment of such a goal will depend on winning popular support in all countries for institutions like the League of Nations and the World Court, -- also it will depend upon the development of new habits, a process of re-education in which hostile, nationalistic habits must be broken down and cooperative international habits built up.[5]

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[4]Pearl Buck "Save the Children for What?" Journal of Educational Sociology, 17:195-9 D '43.

[5]Wayland F. Vaughan, "A Psychologist Views the Prospect of a Lasting Peace" Bostonia, p. 809, February, 1944.

Victoria Wagner[6] states, "It is more important than ever that children should be well-informed and have an intelligent foundation for understanding other peoples in their own and in distant countries." "Too young for this, too old for that," C. M. Bowman[7] reminds us, "these junior high age young folk are more than 'in-betweens'. In them, too, is our hope for the future." Lucien Aigner[8] asks, "Where do our children stand? How much do they already know? What are their problems?"

I. THE PROBLEM

Statement of the problem. The purpose of this study was to inquire into the attitudes and knowledge held by girls and boys of grade seven concerning different features of the present world crisis, World War II. The problem involved (1) the making of a questionnaire to be given to individuals of selected groups, (2) the tabulation and interpretation of the results of all the questionnaires given.

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[6]Victoria Wagner, "Children's Work Experience in Wartime," Progressive Education 121-123 March 1943.

[7]Clarice M. Bowman, "War hits the early teen," International Journal of Religious Education 20:13-14 N '43.

[8]Lucien Aigner, "Children and the War" Grade Teacher 61:17, 19 O '43.

Importance of the study. The entire country recognizes that youth is a source of national strength in the current crisis.[9] The attitudes and knowledge held by junior high school pupils will be a guide or the basis for their future behavior in the post war world. The importance of attitudes is stressed by R. J. Longstreet[10] when he states, "Achievement tests have shwon clearly that the facts learned in any school subject are soon forgotten . . the important outcomes are not the fact but the attitudes, or at least that the attitudes are of equal importance." C. M. Dixon[11] reminds us that, "Psychology has taught us that the way a child lives in his early years determines to a great extent the kind of adult he will be." Rose Zeligs[12] claims that the, "Conditioning the child to the cultural patterns of his group begins with his birth and continues through life. The concepts and attitudes of his associates become his by means of attendant and direct learning." More studies are needed to find out just what our girls and boys are thinking and what attitudes are being formed concerning peoples of the world.

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[9] American Association of School Administrators, "Schools and Manpower" Twenty-First Yearbook. Washington, D. C., 1943. p. 399.

[10] R. J. Longstreet, "An Experiment with the Thurstone Attitude Scales." School Review, 43:202-208, 1935 p. 202.

[11] C. M. Dixon, "When Play Goes Warlike," Parents; 17:26-7 J '42.

[12] Rose Zeligs, "Racial Attitudes of Children." Sociology and Social Research, 21:361-371, 1937.

There is a noticeable decrease in enrollment of pupils from grade seven to grade eight.[13] Among the various reasons for this decrease, we must remember that many pupils have become of age to apply for their working papers and many of these pupils leave school to go to work. Their formal public school education ended, it is interesting to find out as nearly as we can what attitudes and knowledge these pupils hold upon such a timely issue as the present war.

The attitudes and knowledge held by our girls and boys of junior high school level are of interest to the pupils themselves and are of importance to educators, in that, these reactions may reveal weaknesses in our public school teaching, and also show what accomplishments have been achieved in preparing these young people to assume new responsibilities and to take their places in our society.

II. DEFINITIONS

Attitude. "An attitude is a 'set', readiness to act, for or against a thing."[14] Traxler[15] tells us that influences contributing to the acquisition of attitudes include, (1) the effect of parents' attitudes, (2) institutional groups, (3) educational system,

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[13]Paul V. McNutt, "Biennial Survey of Education" U.S. Office of Education Bulletin, 1940, No.2 'U.S. Bov't Printing Office, Washington, D. C., 1942.)

[14]Gardner Murphy, Lois Barclay Murphy, Theodore M. Newcomb, "Experimental Social Psychology", (Boston: Harper & Bros.)

[15]Walter S. Monroe, Editor, "Encylopedia of Educational Research" University of Illinois. (N.Y., MacMillan Co., 1941) p. 31.

(4) movies and (5) prestige and attitudes of others.

Knowledge. What one knows. Acquaintance with fact; the state of being aware of something or of possessing information.[16]

III. ORGANIZATION OF REMAINDER OF THE STUDY

Available studies carried out by other educators and literature reagarding the attitudes and knowledge of children on the war are reviewed. A summary of the preparation and the selection of items used in the final questionnaire for this survey are presented. A summarized total of all the results of all the schools tested is given, followed immediately by a summary for the results for each school. The summarized results are given according to the different sections of the test, or questionnaire. The last chapter of this study is devoted to an interpretation of the findings of this survey, followed by a brief summary of the entire study and final conclusions.

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[16]W. T. Harris, editor, "Webster's New International Dictionary of the English Language." (Springfield, Massachusetts: G. & C. Merriam Company, 1925.) p. 1195.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning children and the war. There are numerous articles to be found in newspapers and in popular magazines. Much discussion, thinking and writing may be expected on such a timely world issue.

Literature on children and the war. Some authors have stressed the magnitude of the world situation. D. C. Fisher[1] states, "Our great American Federation is so vast in size and so complex in organization that even alert and well-informed people find it hard to keep track of what is going on in all the fields of activity in our nation." J. S. Plant[2] declares, "In exciting times it is difficult for anyone to see beyond the pressures of each day."

The children of the United States, according to M. H. Arbuthnot[3], are still comparatively untouched by war. B. DeVoto[4] reminds us that, "Up to our generation no children in America have been in danger of bombs falling from the sky."

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[1]Dorothy Canfield Fisher, "Our Young Folks" (New York: Harcourt, Brace & Co., 1943.) p. xiii

[2]J. S. Plant, "You can't stop them" Ed. Leadership 102-5 N '43.

[3]M. H. Arbuthnot, "Children's Reading During the War." Childhood Education, 19:125-9 N. 1942.

[4]Bernard DeVoto, "Dead center; from the pioneer child to the child of today." Harper's, 185:557-60, O. 1942.

J. D. Abbott summarizes our present problems as follows:

> The backdrop against which the present problems of youth are highlighted is a familiar one to all of you - poverty-broken homes and poor living and recreational facilities, added to which are the sociological factors implemented by the war, migrant populations, women in industry, army and navy cantonments encroaching on already overburdened communities, racial hostilities, newly developing caste systems, changing social mores, and poor parental standards.[5]

Women will have to work, and D. Thompson[6] states, " . . even women with children will have to work. But the children must be cared for while they work." An editorial in Newsweek[7] states, "Even in America thousands of 'door-key children' now roam the streets, temporarily orphaned by working mothers and fighting fathers." A. E. E. Meyer[8] selects child labor as problem number one of all our nation's problems. S. Krech[9] considers babies the most important hope of our future. Many day care nurseries for young children have been organized as an aid to working mothers.[10]

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[5]J. D. Abbott, "I have seen the children," Ed. Leadership, 1:93-7 N. 1943.

[6]Dorothy Thompson, "Children of Working Mothers," Ladies' Home Journal, J. 59-60, Jl. 1942.

[7]"War Against Children", and editorial Newsweek, 22:96-7 D. 13, 1943.

[8]A. E. E. Meyer, "From Buffalo to Wichita" Ed. Leadership, 1:67-70, N. 1943.

[9]Mrs. Shepard Krech, "Babies and Battles," Parents Magazine, 17:2, Ag. 1942.

[10]"New Policies For War Care of Young Children," Education For Victory, 1:5-6, Ag. 15, 1942.

Our government is trying to meet these problems by following a seven-point program[11], which includes such services as counseling, daytime care centers for young children, programs for school age children, foster day care, parent education, supervised homemaking services and health facilities. One commission report[12] found that there are in thirty-three states and territories no less than three hundred and twenty-five military and industrial areas where urgent health needs of mothers and children are not being met. Virginia E. Stone[13] reports that the war is influencing the lives of the children of the middle west just as much as children in other areas of the United States. It is interesting to note also that many children tested for this study came from defense areas where their families are facing these same problems in New England.

There seems to be an endless amount of newspaper and magazine articles concerning the relation of parents' behavior and the stability of their children's emotional patterns. The emotional reactions of children to war emergencies are being carefully studied by educators in this country. We have learned a great deal from the English and educators of other foreign countries who have generously told us of their first hand experiences with war problems.

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[11] "Needs of children in defense areas," Education for Victory, 1:23-4, Jl. 15, 1942.

[12] "Children's Charter In War Time," American Journal of Public Health, 32:1076, S. 1942.

[13] Virginia E. Stone, "An Ounce of Prevention," Progressive Education, March, 1943. p. 130-1.

We are reminded by L. T. Mowrer[14] that, "Parents have to face the problem of explaining this war to their children preparing even the youngest to meet its hardships." Many authors seem to be in agreement concerning the type of behavior of the parents and the reflected behavior of their children. F. H. Allen[15], D. Baruch[16], B. Beverly[17], E. Blue[18], H. Bernard[19], H. Burgess[20], M. Gerard[21], and E. A. Whitman[22], all stress the fact that children will be upset if their parents or the adults in charge of them are upset. These children need confidence and reassurance. It isn't always what happens to us that is important but how we adjust to the situation and then carry on.

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[14] L. T. Mowrer, "War and our children," Ladies Home Journal, 59:81-2 Ag. 1942.

[15] F. H. Allen, "Can the youngest take it?" Parents magazine, V. 17, 26-7, Nov., 1942.

[16] Dorothy W. Baruch, "You, Your Children and War," (New York: D. Appleton-Century Co., 1942)

[17] Bert I. Beverly, "Protecting children from war fears is advised," Science News Letter, 42:28, Jl. 11, 1942.

[18] Edna Blue, "Children in wartime." Nation, V. 154, 545-546, May 9, 1942.

[19] Harold W. Bernard, "Help Your Child Build Courage" Parents magazine, P. 27, Jan., 1943.

[20] Helen Steers Burgess, "Facing war without children," Parents magazine, V. 17, March, 1942.

[21] Margaret W. Gerard, "Wartime fears of children," National Parent-Teacher, 37:3091 Je, 1943.

[22] E. A. Whitman, "Keeping young chins up; protect children from hatred and fear and prepare for the future." Parents m. 17:29, S. '42.

H. Agar[23], E. Boettiger[24], H. Butler[25], and B. Fowler[26] emphasize the importance of giving children some responsibilities, to keep the children occupied, and carry on the daily routine as nearly normal as is possible. As to children's questions concerning the war, C. Moses[27] and an editorial[28] tell us to give children frank, honest answers. The children should enjoy being with their parents in a natural home atmosphere. On the other hand, fears are not to be held in but rather expressed and this should not be considered as showing weakness or lack of courage. Whatever has to be told children is usually more easily accepted from their parents or from adults they love, or from those in whom they have confidence.

Many articles stress the importance of the work of our schools in the present world crisis. It has been said that all modern wars

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[23] Herbert Agar, "Explain to your children what we're fighting for." Parents magazine, J. 1942, p. 21.

[24] E. F. Boettiger, "Independence begins at two," Parents m. 17:32-3 and S. 1942.

[25] H. L. Butler, "Books: guardians of growth," National Parent-Teacher, 37:8-10, S. 1942.

[26] B. P. Fowler, "Where school and home meet," Parents mag. 17:23 and S. 1942.

[27] Carolyn Holmes Moses, "What children need most, emotional security." Parents magazine, 17:17, O. 1942.

[28] "Answers given to child's questions about war," Science News Letter, 41:395 Je. 20, 1942.

have resulted in educational reforms.[29] Wars accelerate social change and R. Byrns[30] says, "The immediate effect of the war on the schools of the United States was to hasten the break with traditions which had become so familiar that only radical educational thinkers had dared question them. P. McNutt[31], M. Fenner and E. Fishburn[32] declare that teaching is essential war work and teachers should stay in their positions. E. Stanton[33] states:

> Education is important. To do our work well, we must come into closer contact with the world we interpret to our boys and girls. We must know from direct experience that the abilities and attitudes we cultivate are necessary in that world.

President Roosevelt's four freedoms[34], and the Children's Charter[35] by the Education Fellowship of London, both represent the Christian world we want for all children throughout the world.

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[29] Walter M. Kotching, "Slaves Need No Leaders." (New York: Oxford University Press, 1943.) pg. 3.

[30] Ruth Katherine Byrns, "War and the Schools," Catholic World, 155:650-6, S. 1942.

[31] G. H. Deer, "Democracy's Children" School and Society, 58: 188-90, S. 11, 1943.

[32] M. S. Fenner and E. C. Fishburn, "Worries invade the classroom," Journal of Education, 126:152-4, My, 1943.

[33] Edgar Stanton, "Vacations That Pay," Progressive Education, 227-8, May 1943.

[34] Lyle M. Spencer, "Youth Goes To War." (Chicago: Science Research Associates, 1943.) p. 178

[35] Children's Charter" School and Society, 56:205 S. 12, 1942.

Georges Clemenceau wanted a better world, but did not believe it possible.[36] Martha W. MacDonald reminds us that:

> Children of today are seriously handicapped in their opportunity to believe in the inherent goodness of man and must be helped to understand the experiences that engender love and hate in all men . . .[37]

G. J. Hecht[38] believes that, "If children are to spend years of their life in school we now feel it must be for a practical purpose. Geography and history and language must come alive."

W. Linwood Chase states:

> The democratic way of life must be understood and appreciated by all citizens of a democracy . . . . . Countless opportunities present themselves daily for the exercise of such democratic procedures as group planning, group discussions, group evaluation, and other cooperative projects which help the child to grow in confidence, self-reliance, courtesy, respect for the rights of others, responsibility, and tolerance; in short, into well-rounded, intelligent participants in the little democracy that should exist within the confines of their school walls.[39]

C. Littledale[40] reminds us of the importance of the radio in our children's education when she tells us that there are fifteen million school children above ten years of age who listen regularly to radio programs.

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[36] Clark M. Eichelberger, "Let Us Study For the Peace Now," Progressive Education, 7-9, Jan., 1943.

[37] Martha W. MacDonald, "The Impact of the War on Children and Youth," The Child, March, 1943. U. S. Dept, of Labor, Children's Bureau, Washington, D. C.

[38] G. J. Hecht, "Our wartime report on the nation's children," Parent. 18:15, Ja. 1943.

[39] W. Linwood Chase, "Priorities For Elementary School Social Studies." (Boston: Boston University School of Education, (43) p. 3

[40] Clara Savage Littledale, "Radio Interprets The War to Children," Parents, 17, March, 1943.

Many writers bring us information concerning race problems. J. Bossard[41] slaims that, "The present war is unique in the large displacement and transplanting of peoples." Among more than one hundred thousand Japanese aliens and American citizens of Japanese ancestry who have been moved from the Pacific Coast military areas under order of the Secretary of War, it has been found that more than one-quarter of the evacuees are second and third generation children under fifteen years of age who are American born citizens.[42] According to J. Childs[43], "The domestic American situation also has its negative aspects. Race relations are far from stable or satisfactory as the recent tragic riots have shown." A. Wolf[44] gives us a postive suggestion when she states:

> Let us teach them that this war is being fought not to'wipe our enemies from the earth,' but to create conditions whereby decent people, whoever and wherever they are, can share equally in a fellowship of free men . . . if we have taught our children really to love justice, they will tend to be fair to others.

Madame Chiang Kai-Shek tells us hate the evil of our enemies rather than the people.

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[41] J. H. S. Bossard, "War and the family," American Sociological Review, V. 6, 330-344, June, 1941.

[42] "Children's Charter In War Time," American J. Pub. Health, 32:1076 S. 1942.

[43] John L. Childs, "The Common Stake of Labor and Education In the Making of the Peace," Teachers College Record, Oct. 1943, p. 43-50.

[44] Anna W. Wolf, "Our Children Face War." (Boston: Houghton Mifflin Co., 1942) p. 172.

W. Willkie[45] states, "And now it is our duty to look, and help our children to look, beyond the bloody horizons of the present, toward the shadows of the future which rise up like majestic promises of what may be our reward. Never has there existed such hope for mankind as there exists today."

Many interesting articles have been published concerning children's reactions to the war as interpreted through their schoolwork, drawings, and play. Anna Freud found that war conditions, through the inevitable breaking-up of family life, have deprived children of the natural background for their emotional and mental development. She found children's reactions to Hitler of interest. "An endless subject for talk which never fails to excite the imagination of the bigger children is Hitler's badness. The figure of Hitler is vivid to them not as that of a powerful enemy but as the incarnation of evil, i.e. a new edition of the devil."[46] M. Moore[47] states, "There is no question that the attitudes and interest of the elementary school child are affected by contemporary war conditions. Longer working days for parents -- often both parents -- and greater amounts of leisure time, seems to have led to an attitude of independence among children that needs guidance."

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[45]Wendell L. Willkie, "Give Your Children A World Outlook," Parents, Nov., 1942, p. 19.

[46]Anna Freud, Dorothy T. Burlingham, "War and Children" (N.Y. Medical War Books, 1943) p. 191.

[47]Melvin F. Moore, "From The Northwest," Progressive Education, March, 1943. p. 142-3.

J. W. Abbot[48] states, "Children's intense interest in the war is shown in many types of spontaneous expression. The dramatic play in the kindergarten and early grades, the pictures that are drawn and painted of bombing and camouflage, unflattering pictures of Hitler and Hirohito, and eagar questionings, all evidence the impact of what is happening in the world today upon young children." "Some youngsters, not yet in high school got the jump on the older boys by forming their own Junior Commandos, influenced by the comic strip, 'Colonel Orphan Annie', currently leading her commandos against enemy agents. At Detroit's Boys' Club playground more than one hundred youngsters, dressed in shorts, sneakers and tin helmets, and carrying wooden guns, went through commando drill."[49]
S. Gruenberg[50] reminds us that children's play is imitative. Children are also incurable hero-worshippers.[51] A. Benedict[52] and R. C. Preston[53] state that parents must come to recognize play as the safety value which it is, a release for pent-up feelings. Bacmeister[54] concludes, "We cannot stop the children's war play."

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[48]Julia Wade Abbot, "Children's interest in the war and the curriculum", Progressive Education, 20:110-13, March, 1943.

[49]"Schools open, for war." Time, 40:86 S. 14, 1942.

[50]S. M. Gruenberg, "Should Children Play at War?" National Parent-Teacher, 37:4-7, Mr., 1943.

[51]S. M. C. "Children Under Fire," (New York: Longmans, Green and Co., 1943) p. 12.

[52]Agnes E. Benedict, "Children's War" (New York Time Magazine, Nov. 8, 1942:25.

[53]Ralph C. Preston, "What Children Think of War Play," Parents, 18:21, Mr., 1943.

[54]R. W. Bacmeister, "The World we want for our Children." Parents, 18:17, N., 1943.

Previous studies concerning children and war. R. Barbour[55] states, "Research by competent psychologists is now becoming available to those interested in the wartime emotional reactions of European children." Studies of Russian children under war conditions serve to underline the conclusions to be drawn from the English studies whiche showed (1) a great increase of juvenile delinquency, and (2) that the most serious effects of the war on children are the indirect ones growing out of a break-down in normal home life. Barbour also tells us that:

> The schools particularly should teach all children in accordance with individual maturation levels an understanding of the facts regarding the war, what it is, why it has come, and what is happening during its course.[56]

An interesting study carried on by F. Baungarten and D. A. Prescott[57] in the schools of Warsaw and neighboring Polish towns in nineteen hundred and eighteen, World War I, during Cerman occupation, brought such startling results that the papers were buried in the ground and not published until twenty years later. Seven hundred children between the ages of seven and sixteen years were asked eight questions, on the meaning of the war and their

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[55] R. Barbour, "War's effects on children," Journal of Education, 126:144-5, My., 1943.

[56] Loc. cit.

[57] Francisca Baumgarten, Daniel A. Prescott,"Why Children Hate. An Experimental Investigation of the Reactions of School Children of Poland to the Enemy Occupation." Journal of Educational Psychology, 19: 303-312, 1928.

personal wishes for their enemies. These authors felt that hatred was not instinctive but rather kept alive by emotional reenforcement. This may be quite true of the Polish children today.

Rose Zeligs[58] found in her survey of sixth grade children's concepts of races that children do have very definite favorable or unfavorable racial attitudes. These children tested considered the American people progressive and rich, the English as a cultured people, the Jewish people were thought of as religious and educated, while the Negroes and the Arabs were considered as of an inferior status.

The only study on children and the war found in book form was the one completed by Ralph C. Preston[59] in nineteen hundred and forty. Five hundred eighty- one children of New York city, ranging in age from eight to fifteen years, were systematically interviewed and tested. The average intelligence quotient was one hundred eleven and three tenths. This study was carried on before the United States had declared war against the Empire of Japan. The children were found to be well aware of hostilities and were equipped with some information regarding leaders, principal events and the resultant effect of war upon life here and abroad. Firty-three per cent of the children looked upon war as arising from desire for material gain.

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[58] Rose Zeligs, "Racial Attitudes of Children," Sociology and Social Research, 21:361-371, 1937.

[59] Ralph C. Preston, "Children's reactions to a contemporary was situation." (New York: Teachers College Bureau of Publications, Columbia University, 1942.) p. 82.

Three hundred and seventy-three children, ranging in age from six to ten years, were teated by P. Limbert. He felt that the most disturbing outcome of his investigation of children's attitudes was the indication that war still held a large measure of honor and glory in the minds of youth. He states, "Children do not take seriously the actual fact that war is hell. Brass bands and neat uniforms still have their glamour. War in its real role of suffering, devastation, and as a possible destroyer of civilization is yet to enter the stage of the school curriculum." [60]

H. M. Lindal[61] gave an interesting questionnaire to one thousand and fifty-four children in grades four, five and six of the Mishawaka Public School system in Indiana. Her results showed that fifty-two per cent of the children learned most of their war news from newspapers. Seventy per cent of the children listeded to war news on the radio, and seventy-seven per cent like to go to movies showing war pictures.

A study of children's attitudes was made from the children's drawings by R. C. Conkey.[62] She found a surpriseing lack of manifest fear and war was often pictured as a monster.

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[60] Paul M. Limbert, "What children think about war," Progressive Education, 10:67-71, 1933.

[61] Hannah M. Lindahl, "What are children thinking about the War?" Progressive Education, 20:108-10, March, 1943.

[62] Lucien Aigner, "Children and the war," Grade Teacher, 61:17 O. 1943.

In a study of high school pupils' attitudes toward patriotism, R. J. Longstreet[63] found that the United States Constitution, and war, as measured by the Thurstone scales, are not affected by courses in American History and Civics unless the instructor makes special effort to effect such changes.

Victoria Wagner[64] found in her studies that children show an increased interest in current events, in geography, the polar map, the global world, and an new awareness of far places.

There have been many studies carried out in local communities on small scales, such as the study made by Gastwirth and J. Silverblatt[65] with thirty junior high school pupils in New York.

As the war lengthens and the emergencies of a war situation press upon us, more information will be gathered and presented to the public. At present very few detailed studies of children's attitudes and their knowledge of the war have been found in book form, short articles in newspapers and magazines are numerous. Different authors writing on similiar topics seem to be much in agreement with each other. Many articles of enlightenment come to us from foreign countries. From these reports, we may learn much.

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[63] R. L. Longstreet, "An Experiment with the Thurstone Attitude Scales," School Review, 43:202-208, 1935.

[64] Victoria Wagner, "Children's work experience in wartime." Progressive Education, 121-123, March, 1943.

[65] P. Gastwirth and J. Silverblatt, "Reactions of junior high school children to the war." High Points, 25:59-63, Ja., 1943.

CHAPTER III

THE PLAN OF THE SURVEY

The first problem encountered in planning for this survey was the making of a questionnaire. This involved the selection of the outstanding topics of the war and the names of people to be used in the questionnaire, also, determining the various types of testing to be used, and the form of the final questionnaire. Following the completion of the questionnaire, the second problem involved the selection of the different groups of pupils to be tested.

I. THE SELECTION OF THE ITEMS FOR THE QUESTIONNAIRE.

The research for the selection of the items for the questionnaire used in this survey required a careful study of books, magazines and newspapers containing war data of the first eighteen months after we had declared war, from December, nineteen hundred forty-one through June, nineteen hundred forty-three. Every available source of information concerning events of the war, noted people, places of strategic importance, and any pertinent facts of interest in any phase of our war preparations were carefully reviewed.

The selection of the main topics of the war. The latest bound Congressional Record[1] revealed the following topics to be

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[1]Congressional Record. "Washington, D. C., 1942) Issues from January 1941-January, 1942.

the most frequently discussed and of great importance in Congress for the year: National Defense; Executive nominations, (Army, Civilian, Navy); addresses, editorials, and letters of the President of the United States; events of the war; issues concerning the Navy department; Labor problems; our relation with Great Britain; the Army; Aircraft, Aviation, Air Forces; and problems concerned with Agriculture.

Issues of Life magazines[2], Newsweek[3], United States News[4], Time[5], and Young America[6], were carefully reviewed to consider the main topics of interest brought before the public concerning the war. Newspapers studied in most detail were the Christian Science Monitor[7], Current Events[8], for greade children, and the New York Times[9].

2Life magazine, (New York: Time & Life Bldg., Rockefeller Center) Issues from December 6, 1941 - June 11, 1943.

[3]Newsweek magazine, (New York: Weekly Publication, Inc.) Issues from December 2, 1941 - June 7, 1943.

[4]United States News, (Washington, D. C.) issues December, 1941, through June, 1943.

[5]Time, The Weekly Newsmagazine, (New York: Rockefeller Center) Issues from December 2, 1941 - June 7, 1943.

[6]Young America, (New York: Eton Pub. Corp.) Issues from Dec. 1941, through June, 1943.

[7]The Christian Science Monitor (Boston: The Christian Science Publishing Society) Daily issues from Dec. 1, 1941 - June 7, 1943.

[8]Current Events, (New York) Issues from January 1941-June, 1943.

[9]New York Times Daily issues from December 6, 1941- June 7, 1943.

The selection of the names of people. The names of people, who had acquired world fame or a position of importance in the war effort, up to the time of this survey, were selected after a careful study of Current Biography[10], Filene's Portrait Exhibit, (portraits in oils of noted Allied generals and officers, painted in the different fiels of action), Life magazines[11], the New International Yearbook[12], Newsweek[13], Time magazines[14], the United States News[15], Who's Who[16], the World Almanac[17], and issues of Young America[18], covering the first year and one-half after our entry into World War II.

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[10] Maxine Bloeck, editor, "Current Biography" (New York: H. W. Wilson Co., 1942) Issues Jan,, 1942 - June, 1943.

[11] Life magazines, Opl cit.

[12] Charles E. Funk, "New International Yearbook", (New York: Funk & Wagnalls, 1943)

[13] Newsweek, Op. cit.

[14] Time, Op. cit.

[15] The United States News, Op. cit.

[16] Albert Nelson Marquis, "Who's Who" (Chicago: A. N. Marquis Co., 1942-1943.)

[17] "The World Almanac, Book of Facts." (New York: Edited by E. Eastman Irvine, The New York World-Telegram, 125 Barclay St., 1942-1943.)

[18] Young America, Op. cit.

From an analysis of these source materials, twenty-five main headings were formed. These headings are listed in detail in the following section of this chapter.

II. THE QUESTIONNAIRE

The final questionnaire[19] contained one hundred and fifty items. Fifty items were stated in such a way as to inquire into the pupils' attitudes. One hundred items were given as true or false statements or arranged in matching exercises and required definite knowledge on the part of the pupils tested. The one hundred items testing the pupils' knowledge of events, people, places, and war terms, were checked as either correct or incorrect. In this way a final score for the pupils' knowledge of the war could be obtained, one hundred per cent being granted for all one hundred statements answered correctly, each statement correct receiving one point or one per cent. The final score was sixty-one. The statements seeking pupils' attitudes were not scored.

Statements used in the questionnaire concerning attitudes. The statements classified under each of the following headings sought pupils' attitudes on those topics. These statements did not appear in this order on the questionnaire. The letter to the left of each statement represents the exercise, the number represents the item as it appeared in the exercise on the questionnaire.

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[19] Appendix, page 93.

Pupils' interest in the war:

A 1. ✓ - I am interested in news about the war.
2. ✓ - I consider myself well informed on events of this war.

Pupils' attitudes toward the institution of war:

B 5. ..... Wars are (1) the best way for nations to settle their differences (2) a good way to reduce crowded regions of the world (3) a waste of men, time and energy as they settle nothing.

Causes of the war and what we are fighting for:

A 11. ✓ - Japan had to go to war to gain more land for her crowded islands.
20. ✓ - The Versailles Treaty was not fair to all people involved and thereby helped lay the foundation for the present war.
17. ✓ - We are fighting this war mainly to help England hold her empire.
27. ✓ - We are fighting this war for the freedom of all people everywhere.

America's entry into this war:

A 3. ✓ - America should have kept out of this war.

Attitudes toward government:

A 4. ✓ - Governments should get their power from the people who are governed.
8. ✓ - The government should control religion and all rights of its people.
9. ✓ - The best government wants all its people to have equal shares of goods and property.
B 6. ..... The best way for our government to raise more money would be (1) place higher taxes on business (2) increase sales taxes (3) have higher income taxes.

Pupils' attitudes toward aid to and freedom for Allies:

A 5. ✓ - The Russians should be sent all the aid possible from England and America.
16. ✓ - France should be given back her empire after the war.
21. ✓ - India should be given her freedom now.

Pupils' attitudes toward our enemies:

A 23. ✓ - All people of the Axis nations will have to be completely crushed to insure peace.

Attitudes toward religion:

A 18. ✓ - This would be a better world if people were more religious.

Attitudes toward other people and races:

A 7. ✓ - People of the white race are better than black people of yellow people.
10. ✓ - Our Negro People deserve much credit for their help in this war.
25. ✓ - Our Jewish people are making many worthwhile contributions to the war effort.

All of Exercise C.
C. I want to be friendly with --

1.	No Americans	Some Americans	Most Americans	All Americans
2.	No Chinese	Some Chinese	Most Chinese	All Chinese
3.	No Dutch people	Some Dutch people	Most Dutch	All Dutch
4.	No English	Some English	Most English	All English
5.	No French	Some French	Most French	All French
6.	No Germans	Some Germans	Most Germans	All Germans
7.	No Italians	Some Italians	Most Italians	All Italians
8.	No Japanese	Some Japanese	Most Japanese	All Japanese
9.	No Mexicans	Some Mexicans	Most Mexicans	All Mexicans
10.	No Negroes	Some Negroes	Most Negroes	All Negroes
11.	No Russians	Some Russians	Most Russians	All Russians
12.	No Spaniards	Some Spaniards	Most Spaniards	All Spaniards.

Attitudes toward American forces:

A 26. ✓ - The men and women in the American armed forces are the best fed, trained and equipped in the world.
46. ✓ - No matter who wins the war, the United States will always be wealthy.

Fears:
A 41. ✓ - It is better to talk over your fears with friends than to hold them to yourself.
42. ✓ - America is free from and should not fear any foreign attacks from her enemies.

Airpower:
A 32. ✓ - Nothing that floats is safe against efficient air forces.

Industry:

A 24. ✓ - No workers in an essential war industry should be allowed to strike in wartime.

Attitudes concerning the outcome of the war:

A 6. ✓ - It would be best for the war to stop now and all nations make peace.
22. ✓ - I hope the United States and Allies will win the war.
45. ✓ - We can expect the war against Japan to last longer than the war in Europe.
B. 7. ..... We may expect the war to end within (1) 2 years (2) 5 years (3) 10 or more years.

Attitudes concerning Peace plans and the post war world:

A. 12. ✓ - The peace after the war should be based upon the Atlantic Charter.
13. ✓ - After the war the United States should keep to herself and not interfere with other nations or try to help them solve their problems.

14. ✓ - The best peace plans will make the United States the most powerful nation in the world.
15. ✓ - A world police force will have to be maintained after the war to keep law and order.
19. ✓ - After this war an international world government will be needed as well as local governments to insure lasting peace.

Sources of information:

B. 8. ..... I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

9. ..... The best magazine that I read concerning the war is . . . . . .
10. ..... The most intere ting book that I have read on the war is . . . . . .

Statements used in the questionnaire concerning knowledge of war data. An analysis of the source materials revealed the following headings as important in the war to date; each heading is followed by specific statements used in the questionnaire to test for that knowledge:

Allied campaigns to date:

A 28. ✓ - The North African campaign has ended with a victory for the Allies.
33. ✓ - The Bismarck Battle gave the Japanese a decisive victory.
43. ✓ - The Japanese have been driven from Attu Island by American forces.

Nazi campaigns:

D. Check (✓) the European countries that have been invaded and conquered by the Nazis.

1.	.....	Belgium	6.	.....	Russia
2.	.....	Denmark	7.	.....	Spain
3.	.....	England	8.	.....	Switzerland
4.	.....	France	9.	.....	The Netherlands
5.	.....	Poland	10.	.....	Turkey

Events of the war:

A. 34. ✓ - The Nazis make their greatest progress against the Russians in winter.
38. ✓ - The submarine menace in the Atlantic ocean has been wiped out.
39. ✓ - The leaders of the chief Allied countries recently met in Casablanca.

Facts concerning the home front:

A. 31. ✓ - Point rationing was introduced into this country from England.
35. ✓ - The OPA has set a list of ceiling prices to keep prices up.
37. ✓ - There is a manpower shortage in Agriculture.
B. 4. .... There has been nationwide talk over a recent strike among (1) factory workers (2) coal miners (3) ship workers.

International relations:

A. 29. ✓ - The South American country still friendly with the Axis is Brazil.

44. ✓ - The revolution in Argentina may lead to more friendly relations with Allied powers.

Resources and medicine:

A. 30. ✓ - Natural resources needed in an industrial nation, like our own, are evenly distributed throughout the world.

36. ✓ - The use of blood plasma was extensively used in World War I.

Exercises testing pupils' knowledge of people: Exercise E (A,B,C,D).

Exercise A was concerned with the names of world leaders. Match:

.....Avila Camacho	1. Brazil
.....Winston Churchill	2. China
.....Francisco Franco	3. England
.....Mohandas Ghandi	4. Germany
.....Adolf Hitler	5. India
.....Chiang Kai-Shek	6. Italy
.....Benito Mussolini	7. Japan
.....Franklin D. Roosevelt	8. Mexico
.....Joseph Stalin	9. Netherlands
.....Kideki Tojo	10. Persia
.....Queen Wilhelmina	11. Russia
.....Getulio D. Vargas	12. Spain
	13. Turkey
	14. United States.

Exercise B was concerned with the names of leaders on the home front:

.....James F. Byrnes	1. Chief Justice of Supreme Court
.....Cordell Hull	2. Good Will Ambassador
.....William Jeffers	3. Manpower head
.....Henry Kaiser	4. Pres. of United Mine Workers
.....John L. Lewis	5. Rubber coordinator
.....Paul McNutt	6. Ship Builder
.....Henry Morgenthau	7. Speaker of the House
.....Henry Stimson	8. U. S. Sec. of Labor
.....Harland F. Stone	9. U. S. Sec of Navy
.....Henry A. Wallace	10. U. S. Sec. of State
.....Wendell L. Willkie	11. U. S. Sec. of War
.....Frank Knox	12. U. S. Sec. of Treasury
	13. Vice president of U. S.
	14. War Mobilization Director.

People continued: (Exercise E.)

Exercise C was concerned with United States military and navel leaders:

.....Henry H. Arnold	1.	Admiral in command of our Pacific fleet
.....James Doolittle	2.	Allied commander in the So. Pacific
.....Dwight D. Eisenhower	3.	Commander of the Russian front
.....William F. Halsey	4.	Allied commander of No. African front
.....Ernest J. King	5.	Allied commando leader
.....Douglas MacArthur	6.	Commander-in-Chief of U. S. Fleet
.....George C. Marshall	7.	Commander in China-Burma-India area
.....Chester Nimitz	8.	Commander of U. S. Army Air Forces
.....George Patton	9.	Hero of the Philippines
.....Edward Rickenbacker	10.	Leader of the air raid on Tokyo
.....William H. Standley	11.	Rescued air hero
.....Joseph W. Stilwell	12.	U. S. Ambassador to Russia
	13.	U. S. Army Chief-of-Staff
	14.	U. S. Tank Corp.

Exercise D was concerned with foreign army and navy leaders and ambassadors:

.....Jean Darlan	1.	Ambassador to Turkey
.....Charles DeGaulle	2.	Assassinated French leader
.....Anthony Eden	3.	British Commander-in-Chief in India
.....Henri H. Giraud	4.	British Foreign Secretary
.....Josef Goebbels	5.	Gr. Field Marshal defeated in Africa
.....Maxim Litvinov	6.	Gr. Propaganda Minister
.....Bernard Montgomery	7.	German Submarine Commander
.....Erwin Rommel	8.	Leader of the British 8th Army
.....Semen Timoshenko	9.	Leader of the Free French
.....Archibald Wavel	10.	Russian Ambassador
	11.	Russian Army leader
	12.	Pro-Nazi French leader.

B. 3. ..... Lieut. General Frank Andrews, recent commander of the Allied front in Europe was (1) promoted (2) transferred to the Pacific area (3) killed in Iceland.

Exercise E (1) tested pupils' knowledge of war terms: (Match)

..... Allies	1. an armed escort
.....commando attack	2. direct vote of the people
.....convoy	3. distribute goods in limited amounts
.....defensive	4. explosives concealed in land or water
.....mine	5. facts not always true
.....offensive	6. fight to protect home soil
.....plebiscite	7. first choice
.....priority	8. friends
.....propaganda	9. last to receive goods
.....rationing	10. made artifically
.....sabotage	11. quick raid
.....synthetic	12. secretly destroy goods
	13. total blackout
	14. war carried to foreign soil

Knowledge of strategic places and distances was checked as follows:

Exercise E, part R:

.....Bizerte	1. Australia
.....Casablanca	2. Brazil
.....Dakar	3. Burma
.....Darwin	4. China
.....Gibraltar	5. England
.....London	6. France
.....Manilla	7. French West Africa
.....Natal	8. Morocco
.....Pearl Harbor	9. New Guinea
.....Port Moresby	10. Oahu
.....Rangoon	11. Philippine Ialands
.....Shanghai	12. Russia
.....Stalingrad	13. Siberian Russia
.....Valadivostock	14. Spain
.....Vichy	15. Tunisia
	16. United States
	17. Venezuela

B. 2. ..... In one day a transport plane can fly to Dakar and return to Natal (1) once (2) twice (3) three times.

Knowledge of the cost of the war and knowledge of one of our bombers:

A. 40. ✓ - Every six months in this war we are spending as much money as we did for the whold of World War I.

B. 1. ✓ - One of our best bombers is the (1) Zero (2) Liberator (3) Messerschmidtt.

III. THE SELECTION OF GROUPS TO BE TESTED

Grade seven was selected as the grade level on which the questionnaire was to be given. R. C. Preston[20] states, "It is not possible to define a precise age level or stage of growth when the normal child is (ready' for such abstract social concepts. At about the thirteen-year level, however, contemporary wars as a topic for study whould appear appropriate and educative, since at approximately this time relevant knowledge and interest have been shown to become widespread and detailed."

Much experimental testing was carried out in a rural area[21] and an urban group[22] with experimental questionnaires before the final questionnaire was determined. This preliminary testing showed that interesting results could be obtained from a good grade five as well as from groups in senior high school.

It was decided to give the questionnaires on the grade seven level when pupils are completing their elementary school education. In some communities many children leave school to go to work at this time.

The groups of grade seven pupils tested in their classrooms were attending the Butler Junior High School, Portland, Maine; the Barnard Junior High School, Hartford, Connecticut; and three schools near Boston, Massachusetts, namely, The Driscoll School in Brookline, the Weeks Junior High School in Newton, and the Junior High School in Wellesley, Massachusetts.

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[20] Ralph C. Preston. "Children's Reactions To A Contemporary War Situation." (New York: Teachers' College, Columbia U. '40) p. 91.
[21] The Wauregan Public Grammar School, Town of Plainfield, Ct.
[22] The Junior High School, Belmont, Massachusetts.

CHAPTER IV

THE TABULATED RESULTS OF THE QUESTIONNAIRE

A copy of each exercise with its directions, as found in the final questionnaire form[1], is given before the tabulated results for that exercise. The results of the total number of girls and boys tested in all the schools are given first, followed by tables showing the results for each school separately. The results for each exercise are given in the order in which they were presented in the questionnaire; the results for Exercise A being given first.

The Junior High Schools in which the questionnaires were given are referred to as follows:

School A	Number of boys tested	48	Portland, Maine.
	Number of girls tested	56	
	Total pupils tested	104	
School B	Number of boys tested	63	Hartford, Connecticut.
	Number of girls tested	77	
	Total pupils tested	140	
School C	Number of boys tested	38	Brookline, Massachusetts.
	Number of girls tested	27	
	Total pupils tested	65	
School D	Number of boys tested	136	Newton, Massachusetts.
	Number of girls tested	136	
	Total pupils tested	272	
School E	Number of boys tested	99	Wellesley, Massachusetts.
	Number of girls tested	77	
	Total pupils tested	176	

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[1] Appendix, page 93..

A QUESTIONNAIRE ON WORLD WAR II

JUNE, 1943

School ..... Boy ..... Girl ..... Age ..... Grade .....

A. DIRECTIONS: Before each statement there is a plus and a minus sign. If you believe or agree with the statement draw a circle around the plus sign. Example: + - I am an American. Draw the circle around the plus sing. If you do not agree with a statement draw a circle around the minus sign. Example: + - I live in Brazil. If you do not understand a statement and cannot answer it, place a question mark before the number of the statement.

I believe:

YES	NO	
1. +	-	I am interested in news about the war.
2. +	-	I consider myself well informed on events of this war.
3. +	-	America should have kept out of this war.
4. +	-	Governments should get their power from the people who are governed.
5. +	-	The Russians should be sent all the aid possible from England and America.
6. +	-	It would be best for the war to stop now and all nations make peace.
7. +	-	People of the white race are better than black people or yellow people.
8. +	-	The government should control religion and all rights of its people.
9. +	-	The best government wants all its people to have equal shares of good and property.
10. +	-	Our Negro people deserve much credit for their help in this war.
11. +	-	Japan had to go to war to gain more land for her crowded islands.
12. +	-	The peace after the war should be based upon the Atlantic Charter.
13. +	-	After the war the United States should keep to herself and not interfere with other nations or try to help them solve their problems.
14. +	-	The best peace plans will make the United States the most powerful nation in the world.
15. +	-	A world police force will have to be maintained after the war to keep law and order.
16. +	-	France should be given back her empire after the war.
17. +	-	We are fighting this war mainly to help England hold her empire.
18. +	-	This would be a better world if people were more religious.
19. +	-	After this war an international world government will be needed as well as local governments to insure lasting peace.
20. +	-	The Versailles Treaty was not fair to all people involved and thereby helped lay the foundation for the present war.
21. +	-	India should be given her freedom now.
22. +	-	I hope the United States and Allies will win the war.
23. +	-	All people of the Axis nations will have to be completely crushed to insure peace.
24. +	-	No workers in an essential war industry should be allowed to strike in wartime.
25. +	-	Our Jewish people are making many worthwhile contributions to the war effort.

26. ✓ - The men and women in the American armed forces are the best fed, trained and equipped in the world.
27. ✓ - We are fighting this war for the freedom of all people everywhere.
28. ✓ - The North African campaign has ended with a victory for the Allies.
29. ✓ - The South American country still friendly with the Axis is Brazil.
30. ✓ - Natural resources needed in an industrial nation, like our own, are evenly distributed throughout the world.
31. ✓ - Point rationing was introduced into this country from England.
32. ✓ - Nothing that floats is safe against efficient air forces.
33. ✓ - The Bismarck Battle gave the Japanese a decisive victory.
34. ✓ - The Nazis make their greatest progress against the Russians in winter.
35. ✓ - The OPA has set a list of ceiling prices to keep prices up.
36. ✓ - The use of blood plasma was extensively used in World War I.
37. ✓ - There is a manpower shortage in Agriculture.
38. ✓ - The submarine menace in the Atlantic ocean has been wiped out.
39. ✓ - The leaders of the chief Allied countries recently met in Casablanca.
40. ✓ - Every six months in this war we are spending as much money as we did for the whole of World War I.
41. ✓ - It is better to talk over your fears with friends than to hold them to yourself.
42. ✓ - America is free from and should not fear any foreign attacks from her enemies.
43. ✓ - The Japanese have been driven from Attu Island by American forces.
44. ✓ - The revolution in Argentina may lead to more friendly relations with Allied powers.
45. ✓ - We can expect the war against Japan to last longer than the war in Europe.
46. ✓ - No matter who wins the war, the United States will always be wealthy.

The results of the testing on the above statements are given in the following tables. Each statement in the table is referred to by the same number, given above, at the left of that statement.

TABLE I

THE TABULATED RESULTS OF EXERCISE A FOR ALL THE SCHOOLS TESTED

Total number of boys tested 384
Total number of girls tested 373
Total number of pupils tested 757

Statement number	Number of pupils who believed YES /	Pupils who believed YES per cent	Number of pupils who believed NO -	Pupils who believed NO per cent
1.	726	95.9	29	3.8
2.	362	47.8	357	47.1
3.	113	14.9	624	82.4
4.	472	62.3	183	24.1
5.	668	88.2	74	9.7
6.	297	39.2	439	57.9
7.	35	4.6	442	58.3
8.	98	12.9	634	83.7
9.	686	90.6	56	7.3
10.	658	86.9	87	11.4
11.	412	54.4	331	43.7
12.	396	52.3	195	25.7
13.	165	21.7	577	76.2
14.	327	43.1	366	48.3
15.	464	61.2	244	32.3
16.	662	87.4	67	8.8
17.	68	8.9	678	89.5
18.	559	73.8	175	23.1
19.	567	74.9	115	15.1
20.	213	28.1	263	34.7
21.	246	32.4	462	61.0
22.	743	98.1	6	.7
23.	356	47.0	387	51.1
24.	591	78.0	154	20.3
25.	569	75.1	136	17.9
26.	717	94.7	28	3.6
27.	694	91.6	34	4.4
28.	637	84.1	84	11.0
29.	91	12.0	634	83.7
30.	256	33.8	439	57.9
31.	594	78.4	122	16.1
32.	378	49.9	289	38.1
33.	82	10.8	518	68.4
34.	73	9.6	667	88.1
35.	144	19.0	589	77.8
36.	273	36.0	429	56.6
37.	699	91.0	45	5.9
38.	82	10.8	611	80.7
39.	627	82.8	84	11.0
40.	539	71.2	133	17.5
41.	446	58.9	278	36.7
42.	148	19.5	568	75.0
43.	605	79.9	83	10.9
44.	556	73.4	125	16.5
45.	580	76.6	134	17.7
46.	224	29.5	477	63.0

TABLE II

THE TABULATED RESULTS OF EXERCISE A FOR ALL BOYS AND GIRLS

Total number of boys tested 384
Total number of girls tested 373

Statement number	Boys - YES no.	Boys - YES per cent	Boys - NO no.	Boys - NO per cent	Girls - YES no.	Girls - YES per cent	Girls - NO no.	Girls - NO per cent	Number omitted B.	G.	Total
1.	374	97.3	9	2.3	352	94.3	20	5.3	1	1	2
2.	232	60.3	136	35.4	130	34.8	221	57.4	16	12	38
3.	49	.1	328	85.3	64	17.1	296	79.3	7	13	20
4.	258	67.0	85	22.1	214	57.3	98	26.2	44	58	102
5.	341	88.6	36	9.3	327	87.6	38	10.1	7	8	15
6.	126	32.8	249	64.7	171	45.8	190	50.9	9	12	21
7.	23	6.0	219	56.9	12	3.2	223	59.7	105	175	280
8.	43	11.1	332	86.3	55	16.9	302	80.9	9	16	25
9.	351	91.3	29	7.5	335	89.7	27	7.2	4	11	15
10.	336	87.4	46	12.0	322	86.2	41	10.9	2	10	12
11.	207	53.8	171	44.5	205	54.9	160	42.8	2	12	14
12.	226	58.8	113	29.4	170	45.5	82	21.9	45	121	166
13.	88	22.9	293	76.2	77	20.6	284	76.1	5	12	17
14.	170	44.2	195	50.7	157	42.0	171	45.8	19	45	64
15.	263	68.4	105	27.3	201	53.8	139	37.2	16	33	49
16.	343	89.2	35	9.1	319	85.4	32	85.7	6	22	28
17.	25	6.5	356	92.6	43	11.5	322	86.2	3	8	11
18.	291	75.7	82	21.3	268	71.7	93	24.9	11	12	23
19.	297	77.0	64	16.6	270	72.3	51	13.6	23	52	75
20.	138	35.9	142	36.9	75	20.1	121	32.4	103	178	281
21.	112	29.1	260	67.6	134	35.9	202	54.1	13	36	49
22.	375	97.5	6	1.6	368	98.6	0	0	3	5	8
23.	178	36.2	201	52.3	178	47.7	186	49.8	6	8	14
24.	309	80.3	71	18.5	282	75.5	83	22.2	4	8	12
25.	298	77.5	69	17.9	271	72.6	67	17.9	17	35	52
26.	368	95.7	14	3.6	349	93.5	14	37.5	3	9	12
27.	362	94.1	16	4.2	332	88.9	18	4.8	23	6	29
28.	342	88.9	36	9.4	295	79.	48	12.8	8	28	36
29.	33	8.6	341	88.7	58	15.5	293	78.5	10	22	32
30.	136	35.4	230	59.8	120	32.1	209	56.0	21	41	62
31.	294	76.4	71	18.5	300	80.4	51	13.6	19	22	41
32.	213	55.4	146	38.0	165	44.2	143	38.3	28	62	90
33.	40	10.4	318	82.7	42	11.2	200	53.6	37	120	157
34.	15	6.5	358	93.1	48	48.2	309	82.8	2	15	17
35.	66	17.1	311	80.9	78	20.9	278	74.5	6	18	24
36.	114	29.7	249	38.7	159	42.6	180	48.2	20	35	55
37.	352	91.5	26	6.8	347	92.9	19	5	6	7	13
38.	40	10.4	330	85.8	42	11.2	281	75.3	13	51	64
39.	318	82.7	52	13.5	309	82.8	32	85.7	14	32	46
40.	288	74.9	70	18.2	251	67.2	63	16.8	26	59	85
41.	229	59.5	140	36.4	217	58.1	138	36.9	10	23	33
42.	75	19.5	292	75.9	73	19.5	276	73.9	13	28	41
43.	323	84.0	43	11.2	282	75.5	40	10.7	20	49	69
44.	287	74.6	66	17.2	269	72.0	59	15.8	23	53	76
45.	309	54.3	61	16.9	271	72.6	73	19.5	9	34	43
46.	91	23.7	271	70.5	133	35.6	206	55.2	21	35	56

TABLE III

SCHOOL A'S RESULTS FOR EXERCISE A

Total number of boys tested 48
Total number of girls tested 56
Pupils tested in School A 104

Statement number	Boys YES	Boys NO	Girls YES	Girls NO	Total YES	Total Yes per cent	Total NO	Total NO per cent	Omissions B.	G.	T.
1.	45	3	53	3	98	94.3	6	5.7	0	0	0
2.	36	11	27	27	63	60.6	38	36.5	1	2	3
3.	9	38	10	45	19	18.2	83	79.9	1	1	2
4.	33	13	29	22	62	59.7	35	33.7	5	2	7
5.	44	4	51	4	95	91.4	8	7.7	0	1	1
6.	14	32	16	40	30	28.8	72	69.1	2	0	2
7.	5	42	5	51	10	9.6	93	89.5	1	0	1
8.	3	44	6	47	9	8.6	91	87.6	1	3	4
9.	45	1	54	2	99	95.3	3	2.8	2	0	2
10.	43	5	52	4	95	91.4	9	8.6	0	0	0
11.	17	30	16	40	33	31.7	70	67.2	1	0	1
12.	24	22	22	20	46	44.2	42	40.4	2	14	16
13.	12	35	19	30	31	29.8	71	68.1	1	1	2
14.	19	27	26	26	45	43.3	53	51.0	2	4	6
15.	35	12	32	21	67	64.5	33	31.7	1	3	4
16.	41	7	45	10	86	82.8	17	16.3	1	0	1
17.	4	44	10	45	14	13.4	89	85.8	0	1	1
18.	40	7	46	10	86	82.8	17	16.3	1	0	1
19.	40	5	45	7	85	81.8	12	11.5	3	4	7
20.	14	25	20	17	34	32.7	42	40.4	8	20	28
21.	15	31	18	34	33	31.7	65	62.5	3	3	6
22.	48	0	56	0	104	100.	0	0	0	0	0
23.	22	27	37	18	59	56.8	45	43.3	0	0	0
24.	38	10	43	13	81	78.0	23	2211	0	0	0
25.	37	10	44	11	81	78.0	21	20.2	1	1	2
26.	47	2	53	2	100	96.3	4	38.5	0	0	0
27.	41	3	54	2	95	91.4	5	28.1	2	2	4
28.	44	6	41	13	85	81.8	19	18.2	0	0	0
29.	3	44	11	41	14	13.4	85	81.8	1	4	5
30.	23	27	31	20	54	52.0	47	45.2	1	2	3
31.	40	6	44	10	84	80.8	16	15.4	2	2	4
32.	28	22	28	21	56	53.9	43	41.4	1	4	5
33.	3	43	10	35	13	12.5	78	74.9	2	11	13
34.	3	45	17	37	20	19.2	82	78.9	1	1	2
35.	15	31	15	38	30	28.8	69	66.4	1	4	5
36.	17	27	26	24	44	42.3	50	48.1	3	7	10
37.	44	2	47	5	91	87.6	7	6.7	2	4	6
38.	4	41	10	40	14	13.4	81	78.0	2	7	9
39.	37	8	46	4	83	79.9	12	11.5	3	6	9
40.	31	14	36	12	67	64.5	26	25.0	3	8	11
41.	28	15	38	12	66	63.5	27	25.9	5	6	11
42.	5	39	8	42	13	12.5	81	78.0	4	6	10
43.	36	8	38	9	74	71.2	17	16.3	4	9	13
44.	32	8	36	12	68	65.4	20	19.2	8	8	16
45.	34	9	37	12	71	68.1	21	20.2	5	7	12
46.	13	28	17	33	30	28.8	61	58.7	7	6	13

TABLE IV

SCHOOL B'S RESULTS FOR EXERCISE A

Total number of boys tested 63
Total number of girls tested 77
Pupils tested in School B 140

Statement number	Boys YES	Boys NO	Girls YES	Girls NO	Total YES	Total Yes per cent	Total NO	Total NO per cent	Omissions B.	G.	T.
1.	61	2	69	8	130	92.8	10	7.1	0	0	0
2.	35	26	30	45	65	46.4	71	50.6	2	2	4
3.	7	56	16	59	23	16.4	115	82.0	0	2	2
4.	37	22	49	20	86	61.4	42	29.9	4	8	12
5.	58	5	65	12	123	87.8	17	12.1	0	0	0
6.	28	35	48	28	76	54.2	63	44.9	0	1	1
7.	6	53	4	72	10	7.1	125	89.2	4	1	5
8.	13	49	19	55	32	22.8	104	74.2	1	3	4
9.	54	9	67	7	121	76.3	16	11.4	0	3	3
10.	50	12	65	11	115	82.0	23	16.4	1	1	2
11.	25	37	35	40	60	42.8	77	54.9	0	3	3
12.	44	13	40	15	84	59.9	28	19.9	6	22	28
13.	20	43	25	51	45	32.1	94	67.1	0	1	1
14.	30	30	39	30	69	49.2	60	42.8	3	8	11
15.	46	15	40	32	86	61.4	37	33.5	2	5	7
16.	55	8	68	7	123	87.8	15	10.7	0	2	2
17.	6	57	10	67	16	11.4	124	88.5	0	0	0
18.	46	16	55	21	101	72.1	37	26.4	1	1	2
19.	48	11	54	13	102	72.8	24	17.1	4	10	14
20.	24	24	16	36	40	28.5	60	42.8	15	25	40
21.	22	40	23	49	45	32.1	89	63.5	1	5	6
22.	61	1	75	0	136	87.0	1	.7	1	2	3
23.	36	26	37	40	73	52.1	66	47.1	1	0	1
24.	48	14	51	25	99	70.6	39	27.8	1	1	2
25.	54	9	56	15	110	78.5	24	17.1	0	6	6
26.	57	6	72	5	129	92.1	11	7.8	0	0	0
27.	61	2	71	4	132	94.2	6	4.2	0	2	2
28.	58	5	67	8	125	89.2	13	9.2	0	2	2
29.	3	59	15	59	18	12.8	118	84.2	1	3	4
30.	32	26	25	39	57	40.6	65	46.4	5	13	18
31.	45	17	58	16	103	73.5	33	23.5	1	3	4
32.	32	26	30	33	62	44.2	59	42.1	5	14	19
33.	9	47	11	51	20	14.2	98	69.9	7	15	22
34.	8	55	12	64	20	14.2	119	84.9	0	1	1
35.	10	53	15	57	25	17.8	110	78.5	0	5	5
36.	22	38	41	32	63	44.9	70	49.9	3	4	7
37.	59	4	67	9	126	89.9	13	9.2	0	1	1
38.	8	53	16	55	24	17.1	108	77.1	2	6	8
39.	52	11	71	5	123	87.8	16	11.4	0	1	1
40.	45	16	46	25	91	64.9	41	29.2	2	6	8
41.	38	25	50	26	88	62.8	51	46.4	0	1	1
42.	19	44	19	54	38	27.1	98	69.9	0	4	4
43.	54	9	70	6	124	88.5	15	10.7	0	1	1
44.	55	8	62	13	117	83.5	21	14.9	0	2	2
45.	51	12	60	15	111	79.2	27	19.2	0	2	2
46.	25	37	46	29	71	50.6	66	47.1	1	2	2

TABLE V

SCHOOL C'S RESULTS FOR EXERCISE A

Total number of boys tested 38
Total number of girls tested 27
Pupils tested in School C 65

Statement number	Boys Yes	Boys NO	Girls YES	Girls NO	Total YES	Total YES per cent	Total NO	Total NO per cent	Omissions B.	G.	T.
1.	37	1	25	2	65	95.3	3	4.6	0	0	0
2.	29	7	9	17	38	58.4	24	36.9	2	1	3
3.	4	33	2	24	6	9.2	57	87.6	1	1	2
4.	31	7	17	6	48	73.8	13	19.9	0	4	4
5.	35	3	27	0	62	95.3	3	4.6	0	0	0
6.	4	33	6	21	10	15.3	54	83.0	1	0	1
7.	0	38	0	27	0	0	65	100.	0	0	0
8.	3	35	1	26	4	6.1	61	93.8	0	0	0
9.	30	8	21	6	51	78.	14	21.5	0	0	0
10.	32	6	22	5	54	83.	11	16.9	0	0	0
11.	10	28	16	11	26	39.9	39	59.9	0	0	0
12.	23	11	9	10	32	49.2	21	32.2	4	8	12
13.	6	32	4	23	10	15.3	55	84.5	0	0	0
14.	9	28	6	21	15	23.0	49	75.3	1	0	1
15.	23	13	18	8	41	63.0	21	32.2	2	1	3
16.	33	4	24	3	57	87.6	7	10.7	1	0	1
17.	1	37	3	24	4	6.1	61	93.8	0	0	0
18.	29	8	15	12	44	67.6	20	30.7	1	0	1
19.	31	5	22	4	53	81.5	9	13.8	2	1	3
20.	19	14	7	9	26	39.9	23	35.3	5	11	16
21.	6	32	12	14	18	27.6	46	70.7	0	1	1
22.	31	1	27	0	64	98.4	1	1.5	0	0	0
23.	13	25	14	13	27	41.5	38	58.4	0	0	0
24.	35	3	22	5	57	87.6	8	12.3	0	0	0
25.	36	2	23	0	59	90.7	2	3	0	4	4
26.	38	0	25	1	63	96.8	1	1.5	0	1	1
27.	36	2	27	0	63	96.8	2	3	0	0	0
28.	36	2	25	2	61	93.8	4	6.1	0	0	0
29.	2	36	6	20	8	12.3	56	86.1	0	1	1
30.	10	28	6	21	16	24.6	49	75.3	0	0	0
31.	31	7	24	3	55	84.5	10	15.3	0	0	0
32.	25	12	12	13	37	56.9	25	38.4	1	2	3
33.	8	30	1	17	9	13.8	47	72.2	0	9	9
34.	5	33	2	25	7	10.7	58	89.2	0	0	0
35.	5	33	3	24	8	12.3	57	87.6	0	0	0
36.	7	29	8	18	15	23	47	72.2	2	1	3
37.	38	0	27	0	65	100.	0	0	0	0	0
38.	4	33	2	22	6	9.2	55	84.5	1	3	4
39.	33	5	20	6	53	81.5	11	16.9	0	1	1
40.	31	6	24	2	55	84.5	8	12.3	1	1	2
41.	21	17	18	9	39	59.9	26	39.9	0	0	0
42.	3	35	2	25	5	7.6	60	92.2	0	0	0
43.	35	3	19	5	54	83.	8	12.3	0	3	3
44.	29	8	16	7	45	69.2	15	23	1	4	5
45.	31	7	21	6	52	79.9	13	19.9	0	0	0
46.	3	34	7	18	10	15.3	52	79.9	1	2	3

TABLE VI

SCHOOL D'S RESULTS FOR EXERCISE A

Total number of boys tested 136
Total number of girls tested 136
Pupils tested in School D 272

Statement number	Boys YES	Boys NO	Girls YES	Girls NO	Total YES	Total YES per cent	Total NO	Total NO per cent	Omissions B.	G.	T.
1.	133	2	133	2	266	97.6	4	1.4	1	1	2
2.	76	53	38	83	114	41.8	136	49.9	7	5	12
3.	20	116	19	112	39	14.3	228	83.6	0	5	5
4.	89	27	74	36	163	59.8	63	23.1	20	26	46
5.	117	14	118	16	235	86.3	30	11.0	5	2	7
6.	50	84	69	60	119	43.6	144	52.8	2	7	9
7.											
8.	15	115	20	111	35	12.8	226	82.9	6	5	11
9.	126	8	124	8	250	91.7	16	5.8	2	4	6
10.	120	15	122	9	242	88.8	24	8.8	1	5	6
11.	101	34	92	41	193	69.8	75	27.5	1	3	4
12.	70	48	61	29	131	48	77	28.2	18	46	64
13.	30	106	18	112	48	17.6	218	80	0	6	6
14.	66	65	54	64	120	44	129	47.3	5	18	23
15.	92	37	69	52	161	59	89	32.6	7	15	22
16.	126	7	118	6	244	89.5	13	4.7	3	12	15
17.	10	124	14	117	24	8.8	241	88.4	2	5	7
18.	102	32	101	30	203	74.5	62	22.7	2	5	7
19.	100	27	96	19	196	71.9	46	16.8	9	21	30
20.	40	52	22	36	62	22.7	88	32.2	44	78	122
21.	39	94	60	62	99	36.3	156	57.2	3	14	17
22.	130	4	136	0	266	97.6	4	1.4	2	0	2
23.	63	70	52	80	115	42.2	150	55.	3	4	7
24.	112	22	114	19	226	82.9	41	15	2	3	5
25.	96	35	102	22	198	72.6	57	20.9	5	12	17
26.	132	3	131	3	263	96.5	6	2.2	1	2	3
27.	130	5	108	9	238	87.3	14	5.1	20	0	20
28.	116	14	105	17	221	81.1	31	11.3	6	14	20
29.	18	112	19	107	37	13.5	219	80.3	6	10	16
30.	35	91	34	98	69	25.3	179	65.6	10	14	24
31.	101	25	109	15	210	77.0	40	14.6	10	12	22
32.	70	55	63	49	133	48.8	104	38.1	11	24	35
33.	11	116	18	54	29	10.6	170	62.3	20	53	73
34.	8	127	9	118	17	6.2	245	89.9	1	9	10
35.	23	110	32	95	56	20.5	205	75.2	3	8	11
36.	47	83	56	66	103	37.8	149	54.6	6	14	20
37.	120	13	131	3	251	92.1	16	5.8	3	2	5
38.	15	116	12	103	27	9.9	219	80.3	5	21	26
39.	115	15	111	10	226	82.9	25	9.1	6	15	21
40.	102	25	99	11	201	73.7	36	13.2	9	26	35
41.	71	57	64	64	135	49.5	121	44.4	8	8	16
42.	26	101	25	102	51	18.7	203	74.5	9	9	18
43.	118	8	101	13	219	80.3	21	7.7	10	22	32
44.	104	19	107	13	211	77.4	32	11.7	13	16	29
45.	110	20	95	27	205	75.2	47	17.2	6	14	20
46.	21	108	41	82	62	22.7	180	69.7	7	13	20

TABLE VII

SCHOOL E'S RESULTS FOR EXERCISE A

Total number of boys tested 99
Total number of girls tested 77
Pupils tested in School E 176

Statement Number	Boys YES	Boys NO	Girls YES	Girls NO	Total YES	Total YES per cent	Total NO	Total NO per cent	Omissions B.	G.	T.
1.1.	99	1	72	5	170	96.5	6	3.4	0	0	0
2.	56	39	26	49	82	46.5	88	49.9	4	2	6
3.	9	85	17	56	26	15.7	141	80.0	5	4	9
4.	68	16	45	14	113	64.1	30	17	15	18	33
5.	87	10	66	6	153	86.9	16	9	2	5	7
6.	30	65	32	41	62	35.2	106	60.2	4	4	8
7.	12	86	3	73	15	8.5	159	90.3	1	1	2
8.	9	89	9	63	18	10.2	152	86.4	1	5	6
9.	96	3	69	4	165	93.7	7	3.9	0	4	4
10.	91	8	61	12	152	86.3	20	11.3	0	4	4
11.	54	42	46	28	100	56.8	70	39.7	0	6	6
12.	65	19	38	8	103	58.5	27	15.3	15	31	46
13.	20	77	11	62	31	17.6	139	78.9	2	4	6
14.	46	45	32	30	78	44.3	75	42.6	8	15	23
15.	67	28	42	26	109	61.9	54	30.6	4	9	13
16.	88	9	64	6	152	86.3	15	8.5	2	7	9
17.	4	94	6	69	10	5.6	163	92.5	1	2	3
18.	74	19	51	20	125	71.0	39	22.1	6	6	12
19.	78	16	53	8	131	74.4	24	13.6	5	16	21
20.	41	27	10	23	51	28.9	50	28.4	31	44	75
21.	30	63	21	43	51	28.9	106	60.2	6	13	19
22.	99	0	74	0	173	98.2	0	0	0	3	3
23.	44	53	38	35	82	46.5	88	49.9	2	4	6
24.	76	22	52	21	128	72.7	43	24.4	1	4	5
25.	75	13	46	19	121	68.7	32	18.1	11	12	23
26.	94	3	68	3	162	92.0	6	3.4	2	6	8
27.	94	4	72	3	166	94.2	7	3.9	1	2	3
28.	88	9	57	8	145	82.3	17	9.6	2	12	14
29.	7	90	7	66	14	7.9	156	88.6	2	4	6
30.	36	58	24	41	60	34.0	199	56.2	5	12	17
31.	77	16	65	7	142	81.6	23	13.0	6	5	11
32.	58	31	32	25	90	51.1	58	32.9	10	18	28
33.	9	82	2	43	11	6.2	125	71.0	8	32	40
34.	1	98	8	65	9	5.1	163	92.5	0	4	4
35.	13	84	12	64	25	14.2	148	84.	2	1	3
36.	21	72	28	40	49	27.8	112	63.6	6	9	15
37.	81	7	75	2	166	94.2	9	5.1	1	0	1
38.	9	87	2	61	11	6.2	148	84.0	3	14	17
39.	81	13	61	6	142	81.6	20	11.3	5	9	14
40.	79	9	46	13	125	71.0	22	12.4	11	18	29
41.	71	26	47	27	118	67.0	53	30.1	2	3	5
42.	22	73	19	53	41	23.2	126	71.5	4	5	9
43.	80	15	54	7	134	76.1	22	12.4	4	16	20
44.	67	23	48	14	115	65.3	37	21.0	9	15	24
45.	83	13	58	13	141	80.0	26	14.7	3	6	9
46.	29	64	22	44	51	28.9	108	61.3	6	11	17

COPY OF EXERCISE B

B. DIRECTIONS: In the choice questions place the number of the answer that you select on the line before the statement. Example: ..... A horse is (1) a plant (2) an animal (3) a fish. What number should be place on the line before the sentence?

1 ..... One of our best bombers is the (1) Zero (2) Liberator (3) Messerschmidtt.

2 ..... In one day a transport plane can fly to Dakar and return to Natal (1) once (2) twice (3) three times.

3 ..... Lieut. General Frank Andrews, recent commander of the Allied front in Europe, was (1) promoted (2) transferred to the Pacific Area (3) killed in Iceland.

4. .... There has been nationwide talk over a recent strike among (1) factory workers (2) coal miners (3) ship workers.

5 ..... Wars are (1) the best way for nations to settle their differences (2) a good way to reduce crowded regions of the world (3) a waste of men, time and energy as they settle nothing.

6 ..... The best way for our government to raise more money would be (1) place higher taxes on business (2) increase sales taxes (3) have higher income taxes.

7 ..... We may expect the war to end within (1) 2 years (2) 5 years (3) 10 years or more.

8 ..... I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

9 ..... The best magazine that I read concerning the war is ..... .

10 ..... The most interesting book that I have read on the war is ..... .

TABLE VIII

THE RESULTS OF EXERCISE B FOR ALL OF THE SCHOOLS TESTED

Total number of boys tested 384
Total number of girls tested 373
Total number of pupils tested 757

Statement number		BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G.	OMISSIONS Total
B	1.	9	365	6	85	245	31	94	12.4	610	80.5	37	4.8	4	12	16
	2.	122	161	71	82	167	58	204	26.4	328	43.3	129	17.0	30	66	96
	3.	80	88	177	54	104	125	134	17.6	192	25.3	302	39.8	39	90	129
	4.	4	370	6	2	358	11	6	.7	728	96.1	17	2.2	4	2	6
	5.	31	11	323	89	17	246	120	11.5	28	3.6	569	75.1	9	31	40
	6.	71	87	197	67	77	191	138	18.2	164	21.6	388	51.3	29	38	67
	7.	178	171	24	155	165	32	333	43.9	336	44.3	56	7.3	11	21	32

TABLE VIII (a)

8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

	BOYS REACTIONS (1)	BOYS REACTIONS (2)	BOYS REACTIONS (3)	BOYS REACTIONS (4)	BOYS REACTIONS (5)	GIRLS REACTIONS (1)	GIRLS REACTIONS (2)	GIRLS REACTIONS (3)	GIRLS REACTIONS (4)	GIRLS REACTIONS (5)	TOTAL RESULTS (1)	TOTAL RESULTS (2)	TOTAL RESULTS (3)	TOTAL RESULTS (4)	TOTAL RESULTS (5)
#	18	117	26	41	182	15	104	50	82	122	33	221	76	123	304
%											4.3	29.1	10.	16.2	40.1

TABLE VIII (b) continued.

B. 9. The best magazine that I read concerning the war is _____.

757 boys and girls were tested.
246 pupils did not give the name of any magazine read.
511 pupils reported the following magazines read:

35 per cent or	265 pupils read	Life.
11	84	Time.
6.	46	Reader's Digest
3.9	22	Current Events
1.5	12	Newsweek
1.4	11	The Saturday Evening Post
1.3	10	Junior Review
1.0	8	Flying
.9	7	Look
.7	6	Popular Science
.7	6	True Comics
.6	5	Collier's
.5	4	Liberty
.5	4	National Geographic magazine.
.3	3	Popular Mechanics.
.3	3	True Story
.2	2	London News
.2	2	Mechanix Illustrated
.2	2	War News
.1	1	American
.1	1	Bethlehem Steel Bulletin
.1	1	Commandos
.1	1	Every Week
.1	1	Legion
.1	1	Pathfinder
.1	1	Scholastic
.1	1	United States News
.1	1	Young America

TABLE VIII (c)

B. 10. THE Most interesting book that I have read on the war is _____.

757 boys and girls were tested.
512 pupils reported no book read. 67.5 per centread no books.
245 pupils or 32.5 per cent reported the following books read.

Number	Per cent	BOOK TITLE	Number	Per cent	BOOK TITLE
50	6.6	One World	1	.1	Dress Rehearsal
33	4.3	Mission To Moscow	1	.1	Eagle Wings
21	2.7	Guadalcanal Diary	1	.1	Education For Death
13	1.7	Berlin Diary	1	.1	Escape
13	1.7	They Were Expendable	1	.1	Flying Tigers
11	1.4	Queens Die Proudly	1	.1	Inside Asia
11	1.4	We Chinese Women	1	.1	Last Man Off Wake
8	1.0	Seven Came Through			Island
7	.9	Queen of the Flat-tops	1	.1	Lost Squadron
5	.6	The Raft	1	.1	Nation On The March
4	.5	General Douglas MacArthur,	1	.1	Navy Diver
		Fighter For Freedom	1	.1	Old Nameless
4	.5	Headhunting In The Solomon	1	.1	Out of the Night
		Islands	1	.1	Realistic Courage
4	.5	Mein Kampf	1	.1	Sabotage
3	.3	Into The Valley	1	.1	See Here, Private
3	.3	Men On Bataan			Hargrove
3	.3	Pied Piper	1	.1	Tally-ho! Yankee
2	.2	Air Force of To-day	1	.1	In a Spitfire
2	.2	Battle For The Solomons	1	.1	The Forgotten Waters
2	.2	HurricaneYank	1	.1	The Flying Guns
2	.2	Last Train From Berlin	1	.1	The World of Today
2	.2	Mrs. Miniver	1	.1	The Wounded Don't Cry
2	.2	My Sister and I	1	.1	Treason
2	.2	Spitfire Pilot	1	.1	Victory Through Air
2	.2	Victory and After		.1	Power
2	.2	You Can't Do Business	1	.1	Washington Roundabout
		With Hitler	1	.1	Your Wings
1	.1	Above Suspicion			
1	.1	Air Power and Civilization			
1	.1	Air News Yearbook			
1	.1	All Night Long			
1	.1	All Out For Freedom			
1	.1	Assignment In Brittany			
1	.1	At the Front and at Home			
1	.1	Bombers			
1	.1	Combined Operations			
1	.1	Dave Dawson At Dunkirk			

TABLE IX

SCHOOL A'S RESULTS FOR EXERCISE B

Total number of boys tested 48
Total number of girls tested 56
Pupils tested in School A 104

Statement number		BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G.	OMISSIONS T.
B.	1.	0	48	0	18	32	5	18	17.3	80	77.0	5	4.8	0	1	1
	2.	16	17	12	12	25	10	28	26.9	42	40.4	22	21.1	3	9	12
	3.	13	15	19	10	19	19	23	22.1	34	32.7	38	36.5	1	8	9
	4.	0	45	3	1	47	8	1	.9	92	88.5	11	10.5	0	0	0
	5.	8	3	37	28	1	23	36	34.6	4	3.8	60	57.7	0	4	4
	6.	12	10	26	8	11	35	20	19.2	21	20.2	61	58.7	0	2	2
	7.	22	20	6	16	32	3	38	36.5	52	50.0	9	8.6	0	5	5

TABLE IX (a)

8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

	BOYS REACTIONS (1)	(2)	(3)	(4)	(5)	GIRLS REACTIONS (1)	(2)	(3)	(4)	(5)	TOTAL REACTIONS (1)	(2)	(3)	(4)	(5)
#	3	19	5	1	20	0	21	4	9	22	3	40	9	10	42
%											2.8	38.5	8.6	9.6	40.4
%															

TABLE IX (b)

B. 9. The best magazine that I read concerning the war is _____.

29 pupils reported no magazines read. This was 27.9 per cent of the group. 75 pupils or 72.2 per cent reported the following magazines read:

38 pupils read Life
10 Current Events
8 Time
6 Reader's Digest
3 Flying
2 Look
2 Saturday Evening Post
2 True Story
1 Collier's
1 Liberty
1 U. S. News
1 War News

TABLE IX (c)

B. 10. The most interesting book that I have read on the war is _____.

48 boys tested.
56 girls tested.
104 pupils in School A tested
78 pupils or 74.9 per cent of the groups did not report any books read.
26 pupils or 25 per cent of the group reported the following books:

5 pupils read	"Mission To Moscow"
2	"One World"
3	"Berlin Diary"
3	"Mein Kampf"
3	"Seven Came Through"
2	"They Were Expendable"
1	"Air News Yearbook"
1	"Guadacanal Diary"
1	"Lost Squadron"
1	"Queens Die Rroudly"
1	"Spitfire Pilot"
1	"You Can't Do Business With Hitler"

TABLE X

SCHOOL B'S RESULTS FOR EXERCISE B

Total number of boys tested 63
Total number of girls tested 77
Pupils tested in School B 140

Statement number		BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G.	OMISSIONS T.
B.	1.	6	57	0	26	42	9	32	22.8	99	70.6	9	6.4	0	0	0
	2.	20	25	14	29	25	14	49	34.9	50	35.7	28	19.9	4	9	13
	3.	13	11	33	12	25	29	25	17.8	36	25.7	62	44.2	6	11	17
	4.	1	60	1	0	77	0	1	.7	137	97.8	1	.7	1	0	1
	5.	8	0	54	26	2	48	34	24.2	2	1.4	102	72.8	1	1	2
	6.	13	18	30	18	17	40	31	22.1	35	24.9	70	49.9	2	2	4
	7.	31	25	7	32	33	10	63	44.9	58	41.4	17	12.1	0	2	2

TABLE X (a)

B. 8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and firends (4) discussions at school (5) newspapers.

66666

	BOYS REACTIONS (1)	(2)	(3)	(4)	(5)	GIRLS REACTIONS (1)	(2)	(3)	(4)	(5)	TOTAL REACTIONS (1)	(2)	(3)	(4)	(5)
#	0	18	0	30	15	0	16	4	34	23	0	34	4	64	38
%												24.2	2.8	45.6	27.1

TABLE X (b)

B. 10. The best magazine that I read conderning the war is _____.

71 pupils or 51 per cent of the group reported no magazine read.
69 pupils or 49 per cent of the group reported the following magazines read:

28 pupils read	Life
10	Junior Review
7	Reader's Digest
5	Newsweek
3	Look
3	Popular Science
3	Time
3	Liberty
1	Commandos
1	Every Week
1	The National Geographic
1	Mechanix Illustrated
1	Pathfinder
1	Popular Machanics
1	True Story
1	Young America

TABLE X (c)

B. 10. The most interesting book that I have read on the war is _____.

63 boys tested.
77 girls tested.
140 pupils in School B. tested.
92 pupils or 65.6 per cent of the group did not report any book read.
48 pupils or 34.2 per cent of the group reported the following books:

27	pupils read	"Mission To Moscow"
11		"We Chinese Women"
3		"One World"
2		"Mrs. Miniver"
1		"ABove Suspicion"
1		"All Out For Freedom"
1		"Behind the Face of Japan"
1		"Navy Diver"
1		"Washington Roundabout"

TABLE XI

SCHOOL C'S RESULTS FOR EXERCISE B

Total number of boys tested 38
Total number of girls tested 27
Pupils tested in School C 65

Statement number	BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G	OMISSIONS T.
B. 1.	0	37	1	4	21	1	4	6.1	58	89.2	2	3.0	0	1	1
2.	12	21	5	3	18	3	15	23.0	39	59.9	8	12.3	0	3	3
3.	12	6	19	0	8	13	12	19.4	14	21.5	32	49.2	1	6	7
4.	0	37	1	1	26	0	1	1.5	63	96.8	1	1.5	0	0	0
5.	3	0	34	3	0	21	6	9.2	0	0	55	84.5	1	3	4
6.	0	9	22	6	5	14	6	9.2	14	21.5	36	55.3	7	2	9
7.	21.	16	0	20	6	1	41	63.	22	33.8	1	1.5	1	0	1

TABLE XI (a)

B. 8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and firends (4) discussions at school (5) newspapers.

	BOYS REACTIONS (1)	(2)	(3)	(4)	(5)	GIRLS REACTIONS (1)	(2)	(3)	(4)	(5)	TOTAL REACTIONS (1)	(2)	(3)	(4)	(5)
#	3	10	6	0	19	1	13	4	0	9	4	23	10	0	28
%											6.1	35.3	15.3		43.0

TABLE XI (b)

B. 9. The best magazine that I read concerning the war is _____ .

10 pupils or 15.3 per cent of the group reported no magazines.
55 pupils or 84.5 per cent of the group reported the following magazines read:

25 pupils read Life
13 Reader's Digest
12 Time
1 Colliers
1 National Geographic
2 Newsweek
1 Mechanic Illustrated.

TABLE XI (c)

B. 10. The most interesting book that I have read on the war is _____.

38 boys tested.
27 girls tested.
65 pupils in School C tested.
41 pupils or 63 per cent of the group reported no books read.
24 pupils or 36.9 per cent of the group reported the following books read:

6 pupils read	"Berlin Diary"
3	"One World"
3	"Guadalcanal Diary"
3	"Men On Bataan"
3	"Queens Die Proudly"
2	"Seven Came Back"
1	"At The Front and At Home"
1	"Inside Asia"
1	"Last Train From Berlin"
1	"Realistic Courage"
1	"See Here, Private Hargrove"

TABLE XII

SCHOOL D'S RESULTS FOR EXERCISE B

Total number of boys tested 136
Total number of girls tested 136
Pupils tested in School E 272

	Statement number	BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G.	OMISSIONS T.
B.	1.	1	131	3	30	87	14	31	11.3	218	80.0	17	6.2	1	5	6
	2.	48	60	20	22	82	18	70	25.6	135	49.5	38	13.9	8	21	29
	3.	31	39	55	30	75	34	61	22.3	71	26.	89	32.6	11	40	51
	4.	3	131	1	0	136	0	3	1.1	267	97.9	0	0	1	0	1
	5.	5	6	113	24	7	99	29	10.6	13	4.7	212	77.8	2	16	18
	6.	25	32	71	21	28	68	46	16.8	60	21.	139	51.2	8	19	27
	7.	61	63	7	62	57	10	123	25.1	120	44.	17	6.2	5	7	12

TABLE XII (a)

B. 8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

	BOYS REACTIONS (1)	(2)	(3)	(4)	(5)	GIRLS REACTIONS (1)	(2)	(3)	(4)	(5)	TOTAL REACTIONS (1)	(2)	(3)	(4)	(5)
#	5	37	4	5	85	6	32	26	27	46	11	69	29	32	131
%											4.	25.3	10.6	11.7	48.

TABLE XII (b)

B. 9. The best magazine that I redd concerning the war is _____.

71 pupils or 26 per cent of the group reported no magazine read.
201 pupils or 73.7 per cent of the group reported the following magazines:

121 pupils read	Life
38	Time
7	Current
10	Reader's Digest
6	Saturday Evening Post
5	Newsweek
4	Flying
3	True Comic
2	Popular Science
1	American
1	Colliers
1	Liberty
1	National Geographic
1	War News

TABLE XII (c)

B. 10. The most interesting book that I have read on the war is _____.

136 boys tested.
136 girls tested.
272 pupils tested in School D.
197 pupils or 72.2 per cent of the group reported no book read.
75 pupils or 28 per cent of the group reported the following books read:

12 pupils read	"Guadalcanal Diary"
11	"One World"
7	"They Were Expendable"
4	"Queens Die Proudly"
4	"Headhunting In The Solomons"
4	"The Raft"
3	"Seven Came Back"
2	"Berlin Diary"
2	"Into the Valley"
2	"General MacArthur, Fighter for Freedom"
2	"My Sister and I"
2	"Air Force of Tpday"
1	"All Night Long"
1	"Bombers"
1	"Combined Operation"
1	"Dave Dawson in Dunkirk"
1	"Dress Rehearsal"
1	"Eagle Wings"
1	"Escape"
1	"Flying Tigers"
1	"Hurricane Yank"
1	"Last Man on Wake Island"
1	"Last Train From Berlin"
1	"Mein Kampf"
1	"Nations on the March"
1	"Old Nameless"
1	"Out Of The Night"
1	"Queen of the Flat-tops"
1	"Sabotage"
1	"The World of Today"
1	"The Wounded Don't Cry"
1	"Treason"
1	"You Can't Do Business With Hitler"

TABLE XIII

SCHOOL' E'S RESULTS FOR EXERCISE B

Total number of boys tested 99
Total number of girls tested 77
Pupils tested in School E 176

Statement number		BOYS (1)	BOYS (2)	BOYS (3)	GIRLS (1)	GIRLS (2)	GIRLS (3)	TOTAL (1) #	TOTAL (1) %	TOTAL (2) #	TOTAL (2) %	TOTAL (3) #	TOTAL (3) %	OMISSIONS B.	OMISSIONS G.	OMISSIONS T.
B.	1.	2	92	2	7	63	2	9	5.1	155	88.0	4	2.2	3	5	8
	2.	26	38	20	16	24	13	42	23.8	62	35.2	33	18.7	15	24	39
	3.	11	17	51	2	20	30	13	7.3	37	21.	81	46.	20	25	45
	4.	0	90	0	0	72	3	0	0	169	95.9	3	1.7	2	2	4
	5.	7	2	85	8	7	55	15	8.5	9	5.1	140	7.9	5	7	12
	6.	21	18	48	14	16	34	35	19.8	34	20.3	82	46.	12	3	25
	7.	43	47	4	25	37	8	68	38.6	84	47.7	12	6.8	5	7	12

TABLE XIII (a)

B. 8. I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

	BOYS' REACTIONS (1)	(2)	(3)	(4)	(5)	GIRLS' REACTIONS (1)	(2)	(3)	(4)	(5)	TOTAL REACTIONS (1)	(2)	(3)	(4)	(5)
#	7	33	11	5	43	8	22	13	12	22	15	55	34	17	65
%											8.5	31.2	13.6	9.6	36.9

TABLE XIII (b)

B. 9. The best magazine that I read concerning the was is & _____.

60 pupils or 34 per cent reported no jagazines read.
116 pupils or 65.8 per cent reported the following magazines read:

53 pupils read Life
23 Time
10 Reader's Digest
5 Current Events
4 News
3 True Comics
2 Colliers
2 London News
2 Look
2 Popular Machanics
3 Saturday Evening Post
1 Bethlehem Steel Bulletin

1 pupil read Flying
1 Legion
1 National Geographic
1 Popular Science
1 Scholastic

TABLE XIII (c)

B. 10. The most interesting book that I have read on the war is _____.

99 boys tested.
77 girls tested.
176 pupils tested in School E.
104 pupils or 59 per cent reported no books read.
72 pupils or 40.8 per cent reported the following books read:

29 pupils read	"One World"
6	"Queen of the Flat-tops"
5	"Guadalcanal"
4	"They Were Expendable"
3	"Pied Piper"
3	"Berlin Diary"
4	"Queens Die Proudly"
2	"Battle For The Solomons"
2	"General MacArthur, Fighter For Freedom
2	"Victory and After"
1	"Air Power and Civilization"
1	"Assignment in Brittany"
1	"Education For Death"
1	"Hurricane Yank"
1	"Into The Valley"
1	"Spitfire Pilot"
1	"Tally-ho! Yankee In a Spitfire"
1	"The Flying Guns"
1	"The Forgotten Waters"
1	"The World of Today"
1	"The Raft"
1	"Your Wings"

COPY OF EXERCISE C

C. Every person has opinions about other people and other lands. Do you think you would like to be friendly with the people named below? Draw a line under the word that best describes how you feel about each group of people.

I want to be friendly with --

1.	No Americans	Some Americans	Most Americans	All Americans
2.	No Chinese	Some Chinese	Most Chinese	All Chinese
3.	No Dutch people	Some Dutch people	Most Dutch people	All Dutch people
4.	No English	Some English	Most English	All English
5.	No French	Some French	Most French	All French
6.	No Germans	Some Germans	Most Germans	All Germans
7.	No Italians	Some Italians	Most Italians	All Italians
8.	No Japanese	Some Japanese	Most Japanese	All Japanese
9.	No Mexicans	Some Mexicans	Most Mexicans	All Mexicans
10.	No Negroes	Some Negroes	Most Negroes	All Negroes
11.	No Russians	Some Russians	Most Russians	All Russians
12.	No Spaniards	Some Spaniards	Most Spaniards	All Spaniards.

TABLE XIV

THE RESULTS OF EXERCISE C FOR ALL OF THE SCHOOLS TESTED

Total number of boys tested	384
Total number of girls tested	373
Total number of pupils tested	757

People	NO				SOME			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	0	0	0	0	5	8	13	1.7
Chinese	1	1	2	.2	31	56	87	11.4
Dutch	3	0	3	.3	52	65	117	15.4
English	2	1	3	.3	26	35	61	8.0
French	1	3	4	.5	68	62	130	17.1
Germans	99	88	187	24.7	315	186	40	52.9
Italians	80	47	127	16.7	193	195	388	51.2
Japanese	184	172	356	47.0	139	123	262	34.6
Mexicans	15	6	21	1.7	58	88	146	19.2
Negroes	13	11	24	3.1	85	115	200	26.4
Russians	1	3	4	.5	37	60	97	12.8
Spaniards	20	9	29	3.8	107	129	236	31.1

People	MOST				ALL			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	87	74	161	21.2	289	269	558	73.7
Chinese	111	115	226	29.8	235	180	415	54.8
Dutch	94	103	197	26.0	217	174	391	51.6
English	91	91	182	14.0	245	220	465	61.4
French	137	144	281	37.1	164	125	289	38.1
Germans	47	42	89	11.7	10	18	34	4.4
Italians	76	67	143	18.8	25	35	60	7.9
Japanese	24	22	46	6.0	18	16	34	4.4
Mexicans	150	118	268	35.4	152	121	273	36.0
Negroes	143	106	249	32.8	133	105	238	31.4
Russians	120	116	236	31.1	217	166	383	50.5
Spaniards	144	116	260	34.3	99	82	181	23.9

TABLE XV

SCHOOL A'S RESULTS FOR EXERCISE C

Total number of boys tested 48
Total number of girls tested 56
Pupils tested in School A 104

People	NO				SOME			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	0	0	0	0	1	1	2	1.8
Chinese	0	0	0	0	2	9	11	10.5
Dutch	1	0	1	.9	4	9	13	12.5
English	0	1	1	.9	6	2	8	7.7
French	0	1	1	.9	10	13	23	22.1
Germans	16	39	55	52.9	22	9	31	29.8
Italians	11	20	31	29.8	23	21	44	42.3
Japanese	26	39	64	61.6	15	5	20	19.2
Mexicans	3	0	3	2.8	3	16	19	18.2
Negroes	1	0	1	.9	11	20	31	29.8
Russians	0	1	1	.9	3	10	13	12.5
Spaniards	1	1	2	1.8	7	21	28	26.9

People	MOST				ALL			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	8	8	16	15.4	40	46	86	82.8
Chinese	9	6	15	14.5	38	37	75	72.3
Dutch	10	14	24	23.1	30	29	59	56.8
English	9	13	22	21.1	30	36	66	63.5
French	16	17	33	31.7	20	19	39	37.1
Germans	4	3	7	6.7	5	1	6	5.7
Italians	6	4	10	9.6	4	4	8	7.7
Japanese	2	5	7	6.7	4	0	4	3.8
Mexicans	21	13	34	32.7	20	21	41	39.5
Negroes	12	13	25	24.0	21	17	38	36.5
Russians	10	11	21	20.2	35	29	64	61.6
Spaniards	21	11	32	29.8	17	17	34	32.7

TABLE XVI

SCHOOL B'S RESULTS FOR EXERCISE C

Total number of boys tested	63
Total number of girls tested	77
Pupils tested in School B	140

People	NO Boys' reactions	NO Girls' reactions	NO Combined results #	NO Combined results %	SOME Boys' reactions	SOME Girls' reactions	SOME Combined results #	SOME Combined results %
Americans	0	0	0	0	2	4	6	4.2
Chinese	0	1	1	.7	5	14	19	13.5
Dutch	1	0	1	.7	9	22	31	22.1
English	1	0	1	.7	5	13	18	12.8
French	0	1	1	.7	11	20	31	22.1
Germans	21	22	43	30.7	33	34	67	47.8
Italians	7	6	13	9.2	29	29	58	41.4
Japanese	39	41	80	57.1	18	25	43	30.7
Mexicans	0	0	0	0	10	23	33	23.5
Negroes	2	0	2	1.4	21	28	48	34.9
Russians	0	0	0	0	5	19	24	17.1
Spaniards	2	0	2	1.4	16	30	46	32.8

People	MOST Boys' reactions	MOST Girls' reactions	MOST Combined results #	MOST Combined results %	ALL Boys' reactions	ALL Girls' reactions	ALL Combined results #	ALL Combined results %
Americans	8	11	19	13.5	52	59	111	79.2
Chinese	18	28	46	32.8	42	32	74	52.7
Dutch	12	24	36	25.7	38	26	64	45.6
English	8	13	21	14.9	47	46	93	66.4
French	23	26	49	34.9	27	22	49	34.9
Germans	7	6	13	9.2	1	4	5	3.5
Italians	22	20	42	30.	5	14	19	13.5
Japanese	5	2	7	4.9	1	3	4	2.8
Mexicans	19	20	39	27.8	33	23	56	39.9
Negroes	19	18	37	26.4	19	22	41	29.2
Russians	14	21	35	25.2	44	30	74	52.8
Spaniards	18	17	35	25.2	26	20	46	32.8

TABLE XVII

SCHOOL C'S RESULTS FOR EXERCISE C

Total number of boys tested	38
Total number of girls tested	27
Pupils tested in School C	65

People	NO				SOME			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	0	0	0	0	0	1	1	1.5
Chinese	0	0	0	0	4	5	9	13.9
Dutch	0	0	0	0	7	4	11	16.9
English	0	0	0	0	3	1	4	6.1
French	1	0	1	1.5	7	7	14	21.5
Germans	4	3	7	10.7	27	18	45	69.2
Italians	6	3	9	13.8	22	16	38	58.4
Japanese	2	10	12	18.4	20	9	29	44.6
Mexicans	0	0	0	0	10	6	16	24.6
Negroes	0	0	0	0	9	6	15	23.
Russians	0	0	0	0	4	3	7	10.7
Spaniards	2	1	3	4.6	11	9	20	30.6

People	MOST				ALL			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	17	9	26	39.9	21	13	34	52.2
Chinese	15	9	24	36.9	17	10	27	41.5
Dutch	11	11	22	32.8	17	8	25	38.4
English	12	11	23	35.4	20	11	31	47.7
French	12	9	21	32.2	14	5	19	29.2
Germans	2	1	3	4.6	1	0	1	1.5
Italians	5	6	11	16.9	3	0	3	4.5
Japanese	1	2	3	4.6	1	0	1	1.5
Mexicans	16	12	28	42.9	8	2	10	15.3
Negroes	16	12	28	42.9	10	4	14	21.5
Russians	16	9	24	36.9	16	10	26	39.9
Spaniards	14	10	24	36.9	7	1	8	12.3

TABLE XVIII

SCHOOL D'S RESULTS FOR EXERCISE C

Total number of boys tested	136
Total number of girls tested	136
Pupils tested in School D	272

People	NO				SOME			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	0	0	0	0	1	1	2	.7
Chinese	1	0	1	.3	8	15	23	8.4
Dutch	1	0	1	.3	21	19	40	14.6
English	1	0	1	.3	5	10	15	5.5
French	0	1	1	.3	27	17	44	16.
Germans	33	19	52	19.	83	83	166	61.1
Italians	29	14	43	15.7	81	82	163	59.8
Japanese	69	48	117	79.6	57	61	118	43.2
Mexicans	6	2	8	2.9	20	24	44	16.
Negroes	6	7	13	4.8	25	46	71	26.
Russians	0	2	2	.7	14	16	30	11.
Spaniards	8	3	11	3.8	51	44	95	34.8

People	MOST				ALL			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	32	32	64	23.4	104	95	198	72.6
Chinese	41	46	92	33.7	79	69	148	54.3
Dutch	38	34	72	26.3	74	71	145	53.1
English	38	39	77	28.2	88	80	168	61.7
French	52	58	110	40.2	57	53	110	40.2
Germans	14	19	33	12.0	2	7	9	3.3
Italians	20	23	43	15.7	3	9	12	4.6
Japanese	5	9	14	5.1	2	7	9	3.3
Mexicans	62	56	118	43.2	48	45	93	34.
Negroes	63	37	100	36.7	41	36	77	28.2
Russians	49	49	98	35.9	70	66	136	49.9
Spaniards	50	58	108	39.6	24	22	46	16.9

TABLE XIX

SCHOOL E'S RESULTS FOR EXERCISE C

Total number of boys tested 99
Total number of girls tested 77
Pupils tested in School E 176

People	NO				SOME			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	0	0	0	0	1	1	2	1.1
Chinese	0	0	0	0	12	13	25	14.2
Dutch	0	0	0	0	11	11	22	12.4
English	0	0	0	0	7	9	16	9.
French	0	0	0	0	13	5	18	10.2
Germans	25	5	30	17	50	42	92	52.3
Italians	27	4	31	17.5	38	47	85	83.5
Japanese	49	34	93	47.	29	23	52	29.6
Mexicans	6	4	10	5.7	15	19	34	19.1
Negroes	4	4	8	4.6	19	15	34	19.1
Russians	1	0	1	.5	11	12	23	12.9
Spaniards	7	4	11	6.2	22	25	47	26.4

People	MOST				ALL			
	Boys' reactions	Girls' reactions	Combined results #	Combined results %	Boys' reactions	Girls' reactions	Combined results #	Combined results %
Americans	22	14	36	20.5	73	56	129	73.2
Chinese	23	26	49	27.4	59	32	91	51.6
Dutch	23	20	43	24.4	68	40	98	55.7
English	24	15	39	22.1	60	47	107	60.8
French	34	34	68	39.	46	26	72	40.8
Germans	20	13	33	18.6	7	6	13	7.5
Italians	23	14	37	21.	10	8	18	10.2
Japanese	11	4	15	8.5	10	6	16	9.
Mexicans	32	17	49	27.4	43	30	73	41.3
Negroes	33	26	59	33.4	42	26	68	39.
Russians	32	26	58	32.9	52	31	83	47.
Spaniards	41	20	61	34.7	25	22	47	26.4

TABLE XX

THE RESULTS OF EXERCISE D FOR ALL OF THE SCHOOLS TESTED

Total number of boys tested 384
Total number of girls tested 373
Total number of pupils tested 757

Copy of Exercise D:

D. Check (√) the European countries that have been invaded and conquered by the Nazis.

1. ..... Belgium
2. ..... Denmark
3. ..... England
4. ..... France
5. ..... Poland
6. ..... Russia
7. √..... Spain
8. ..... Switzerland
9. ..... The Netherlands
10. ..... Turkey

&

Exercise D.

Country	BOYS Right	BOYS Wrong	GIRLS Right	GIRLS Wrong	TOTAL CORRECT #	TOTAL CORRECT %	TOTAL INCORRECT #	TOTAL INCORRECT %
Belgium	348	36	305	68	653	86.2	104	13.7
Denmark	330	54	298	75	628	82.9	129	17.0
France	330	54	277	96	607	81.1	150	19.8
Poland	355	29	331	42	686	90.6	71	9.3
Netherlands	307	77	257	116	564	74.5	193	25.4

TABLE XXI

SCHOOL A'S RESULTS FOR EXERCISE D

Boys tested 48
Girls tested 56
School A 104

Country	Correct Answers Boys	Girls	Total	Per cnet
Belgium	42	45	87	83.7
Denmark	40	49	89	85.7
France	38	33	71	68.1
Poland	41	47	88	84.8
Netherlands	40	35	75	71.1

TABLE XXII

SCHOOL B'S RESULTS FOR EXERCISE D

Boys tested 63
Girls tested 77
School B 140

Country	Correct Answers Boys	Girls	Total	Per cent
Belgium	60	61	121	76.3
Denmark	55	62	117	83.5
France	52	55	107	76.3
Poland	60	70	130	92.8
Netherlands	49	47	96	68.5

TABLE XXIII

SCHOOL C'S RESULTS FOR EXERCISE D

Boys tested	38
Girls tested	27
School C	65

Country	Correct Answers			
	Boys	Girls	Total	Per cent
Belgium	36	23	59	90.7
Denmark	35	22	57	87.6
France	35	22	57	87.6
Poland	36	23	59	90.7
Netherlands	35	24	59	90.7

TABLE XXIV

SCHOOL D'S RESULTS FOR EXERCISE D

Boys tested	136
Girls tested	136
School D	272

Country	Correct Answers			
	Boys	Girls	Total	Per cent
Belgium	124	110	234	85.9
Denmark	118	104	222	81.4
France	116	99	215	42.2
Poland	125	119	244	89.5
Netherlands	105	92	197	72.2

TABLE XXV

SCHOOL E'S RESULTS FOR EXERCISE D

Boys tested	99
Girls tested	77
School E	176

Country	Boys	Girls	Total	Per cent
Belgium	86	66	152	86.3
Denmark	82	61	143	82.1
France	89	68	157	89.3
Poland	93	72	165	93.7
Netherlands	78	59	137	77.9

COPY OF EXERCISE E

E. In each exercise below (A, B, C, D, E, F), put the number of the item in ColumnII oposite the name of the person in Column I with which it is most closely associated. In exercise F the names of cities are to be matched with the countries in which they are located.

Column I	Column II
	Exercise A
.....Avila Camacho	1. Brazil
.....Winston Churchill	2. China
.....Francisco Franco	3. England
.....Mohandas Ghandi	4. Germany
.....Adolf Hitler	5. India
.....Chiang-Kai-Shek	6. Italy
.....Benito Mussolini	7. Japan
.....Franklin D. Roosevelt	8. Mexico
.....Joseph Stalin	9. Netherlands
.....Kideki Tojo	10. Persia
.....Queen Wilhelmina	11. Russia
.....Getulio D. Vargas	12. Spain
	13. Turkey
	14. United States
	Exercise B
.....James F. Byrnes	1. Chief Justice of the Supreme Court
.....Cordell Hull	2. Good Will Ambassador
.....William Jeffers	3. Manpower head
.....Henry Kaiser	4. President of the United Mine Workers
.....Frank Knox	5. Rubber coordinator
.....John L. Lewis	6. Ship Builder
.....Paul McNutt	7. Speaker of the House
.....Henry Morgenthau	8. U. S. Secretary of Labor
.....Henry Stimson	9. U. S. Secretary of Navy
.....Harland F. Stone	10. U. S. Secretary of State
.....Henry A. Wallace	11. U. S. Secretary of Treasury
.....Wendell L. Willkie	12. U. S. Secretary of War
	13. Vice president of the United States
	14. War Mobilzation Director
	Exercise C
.....Henry H. Arnold	1. Admiral in command of our Pacific fleet
.....James Doolittle	2. Allied commander in the South Pacific
.....Dwight D. Eisenhower	3. Commander of the Russian front
.....William F. Halsey	4. Allied commander of North African front
.....Ernest J. King	5. Allied commando leader
.....Douglas MacArthur	6. Commander-in-Chief of the U. S. Fleet
.....George C. Marshall	7. Commander in China-Burma-India area
.....Chester Nimitz	8. Commander of the U. S. Army Air Forces
.....George Patton	9. Hero of the Philippines
.....Edward Rickenbacker	10. Leader of the air raid on Tokyo
.....William H. Standley	11. Rescued air hero
.....Joseph W. Stilwell	12. U. S. Ambassador to Russia
	13. U. S. Army Chief-of-Staff
	14. U. S. Tank Corp.

COPY OF EXERCISE E
continued

EXERCISE D

.....Jean Darlan	1. Ambassador to Turkey
.....Charles DeGaulle	2. Assassinated French leader
.....Anthony Eden	3. British Commander-in-Chief in India
.....Henri H. Giraud	4. British Foreign Secretary
.....Josef Goebbels	5. German Field Marshal defeated in Africa
.....Maxim Litvinov	6. German Propaganda Minister
.....Bernard Montgomery	7. German Submarine Commander
.....Erwin Rommel	8. Leader of the British 8th Army
.....Semen Timoshenko	9. Leader of the Free French
.....Archibald Wavel	10. Russian Ambassador
	11. Russian Army leader
	12. Pro-Nazi French leader.

EXERCISE E

.....Allies	1. an armed escort
.....commando attack	2. direct vote of the people
.....convoy	3. distribute goods in limited amounts
.....defensive	4. explosives concealed in land or water
.....mine	5. facts not always true
.....offensive	6. fight to protect home soil
.....plebiscite	7. first choice
.....priority	8. friends
.....propaganda	9. last to receive goods
.....rationing	10. made artifically
.....sabotage	11. quick raid
.....synthetic	12. secretly destroy goods
	13. total blackout
	14. war carried to foreign soil

EXERCISE F

.....Bizerte	1. Australia
.....Casablanca	2. Brazil
.....Dakar	3. Burma
.....Darwin	4. China
.....Gibraltar	5. England
.....London	6. France
.....Manilla	7. French West Africa
.....Natal	8. Morocco
.....Pearl Harbor	9. New Guinea
.....Port Moresby	10. Oahu
.....Rangoon	11. Philippine Islands
.....Shanghai	12. Russia
.....Stalingrad	13. Siberian Russia
.....Valadivostock	14. Spain
.....Vichy	15. Tunisia
	16. United States
	17. Venezuela

TABLE XXVI

THE RESULTS OF EXERCISE E FOR ALL OF THE SCHOOLS TESTED

Total number of boys tested 384
Total number of girls tested 373
Pupils tested 757

Person Place Word	CORRECT ANSWERS Combined Results #	%	Person Place Word	CORRECT ANSWERS Combined Results #	%
Exercise A:			Exercise D:		
Camacho	394	52.0	Darlan	279	36.8
Churchill	695	91.8	DeGaulle	308	40.6
Franco	348	45.9	Eden	269	35.5
Ghandi	565	74.6	Giraud	151	19.9
Hitler	729	96.3	Goebbels	411	54.2
Kai-Shek	731	96.5	Litvinov	202	26.6
Mussolini	690	91.1	Montgomery	408	53.8
Roosevelt	729	96.3	Rommel	494	65.2
Stalin	633	83.6	Timoshenko	310	40.9
Tojo	698	92.0	Wavel	227	29.9
Wilhelmina	494	65.2			
Vargas	258	34.0			
Exercise B:			Exercise E:		
Byrnes	127	16.7	Allies	519	68.5
Hull	243	32.1	commando attack	470	62.0
Jeffers	206	27.2	convoy	501	66.1
Kaiser	524	69.2	defensive	419	55.3
Knox	374	49.4	mine	480	63.4
Lewis	578	76.3	offensive	309	40.8
MaNutt	253	33.4	plebiscite	132	17.4
Morgenthau	360	47.5	priority	236	31.1
Stimson	196	25.8	propaganda	542	71.5
Stone	162	21.3	rationing	537	70.9
Wallace	499	65.9	sabotage	525	69.3
Willkie	352	46.4	synethetic	491	64.8
Exercise C:			Exercise F:		
Arnold	157	20.7	Bizerte	257	33.9
Doolittle	530	70.0	Casablanca	256	33.8
Eisenhower	366	48.3	Dakar	225	29.7
Halsey	60	7.9	Darwin	238	31.4
King	135	17.8	Gibraltar	263	34.7
MacArthur	329	43.4	London	589	77.8
Marshall	167	22.0	Manilla	373	49.2
Nimitz	79	10.4	Natal	137	18.0
Patton	123	16.2	Pearl Habbor	192	25.3
Rickenbacker	499	65.9	Port Moresby	192	25.3
Standley	106	14.0	Rangoon	325	42.9
Stilwell	129	17.0	Shanghai	541	71.4
			Stalingrad	507	67.1
			Valadivostock	349	46.1
			Vichy	444	58.6

TABLE XXVII

RESULTS OF EXERCISE E FOR ALL THE BOYS AND THE GIRLS

Total number of boys tested 384
Total number of girls tested 373

Person Place Word	CORRECT ANSWERS BOYS #	BOYS %	GIRLS #	GIRLS %
Exercise A:				
Camacho	199	51.8	195	52.2
Churchill	355	92.4	340	91.1
Franco	190	49.4	158	42.3
Ghandi	296	50.9	270	72.3
Hitler	369	95.9	360	96.4
Kai-Shek	372	96.7	359	96.2
Mussolini	360	96.6	330	91.
Roosevelt	365	94.9	364	97.5
Stalin	335	87.1	298	79.8
Tojo	364	94.7	334	60.
Wilhelmina	247	64.2	247	66.1
Vargas	140	36.4	118	31.6
Exercise B:				
Byrnes	81	21.0	46	12.3
Hull	147	38.2	96	25.7
Jeffers	125	32.5	81	21.7
Kaiser	297	77.2	227	60.8
Knox	224	58.2	150	48.2
Lewis	309	80.3	269	72.
McNutt	151	39.2	102	27.3
Morgenthau	217	36.4	143	38.3
Stimson	126	32.7	70	18.7
Stone	99	25.7	63	16.8
Wallace	268	69.6	231	61.9
Willkie	212	55.1	140	37.5
Exercise C:				
Arnold	116	30.1	41	10.9
Doolittle	305	79.3	225	60.3
Eisenhower	232	60.3	134	35.9
Halsey	39	10.1	21	5.6
King	100	26.	35	9.3
MacArthur	172	44.7	157	42.3
Marshall	124	32.2	43	11.5
Nimitz	63	16.3	16	4.2
Patton	103	26.7	20	5.3
Rickenbacker	283	83.5	216	57.8
Standley	76	19.7	30	8.
Stilwell	90	23.4	39	7.7

Person Place Word	CORRECT ANSWERS BOYS #	BOYS %	GIRLS #	GIRLS %
Exercise D:				
Darlan	159	41.3	120	32.1
DeGaulle	186	48.3	122	32.6
Eden	148	38.4	121	32.4
Giraud	93	24.1	58	15.5
Goebbels	245	63.7	166	44.4
Litvinov	121	31.4	81	31.7
Montgomery	238	61.8	170	45.5
Rommel	290	75.4	204	54.6
Timoshenko	202	52.5	108	28.9
Wavel	140	36.4	87	23.3
Exercise E:				
Allies	269	69.9	250	67.
commando attack	264	68.6	206	55.2
convoy	281	73.0	220	58.9
defensive	243	63.1	176	47.1
mine	273	70.9	207	55.4
offensive	194	76.4	115	30.8
plebiscite	85	22.1	47	12.5
priority	131	34.	105	28.1
propaganda	275	71.5	267	71.5
rationing	268	69.6	269	72.
sabotage	280	72.8	245	65.6
synthetic	264	68.6	227	60.8
Exercise F:				
Bizerte	161	41.8	96	23.7
Casablanca	157	40.8	99	26.5
Dakar	48	12.4	77	20.6
Darwin	155	40.3	83	22.2
Gibraltar	166	43.1	97	23.9
London	302	78.5	287	76.9
Manilla	211	54.8	162	43.4
Natal	86	22.3	51	13.6
Pearl Harbor	122	31.7	70	18.7
Port Moresby	126	32.7	66	17.6
Rangoon	187	48,6	138	36.9
Shanghai	270	70.2	271	72.6
Stalingrad	258	67.0	249	66.7
Valadivostock	136	35.3	113	30.2
Vichy	232	60.4	212	56.8

TABLE XXVIII

SCHOOL A'S RESULTS FOR EXERCISE E

Total number of boys tested 48
Total number of girls tested 56
Total pupils tested School A 104

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise A:				
Camacho	11	27	38	36.5
Churchill	42	48	90	86.7
Franco	14	13	27	25.9
Ghandi	37	32	69	66.4
Hitler	46	54	100	96.3
Kai-Shek	47	55	102	98.1
Mussolini	44	43	87	83.9
Roosevelt	46	56	101	97.2
Stalin	38	34	72	69.1
Tojo	46	45	91	87.6
Wihelmina	33	32	65	62.5
Vargas	8	12	20	19.2
Exercise B:				
Byrnes	5	5	10	9.6
Hull	12	8	20	19.2
Jeffers	12	8	20	19.2
Kaiser	36	38	74	71.2
Knox	26	18	44	42.3
Lewis	36	38	74	71.2
McNutt	7	12	19	18.2
Morgenthau	19	20	39	37.4
Stimson	11	8	19	18.2
Stone	6	8	14	13.4
Wallace	24	28	52	50.1
Willkie	25	14	39	37.4
Exercise C:				
Arnold	13	2	15	14.3
Doolittle	45	31	76	73.1
Eisenhower	25	15	40	38.4
Halsey	5	5	10	9.6
King	10	6	16	15.4
MacArthur	23	22	45	43.3
Marshall	14	4	18	17.3
Nimitz	8	2	10	9.6
Patton	8	0	8	7.7
Rickenbacker	40	34	74	71.2
Standley	10	4	14	13.4
Stilwell	8	4	12	11.5

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise D:				
Darlan	16	21	37	35.6
DeGaulle	19	15	34	32.7
Eden	16	20	36	34.6
Giraud	13	5	18	17.3
Goebbels	36	28	64	61.6
Litvinov	14	7	21	20.1
Montgomery	24	20	44	42.3
Rommel	35	23	58	55.7
Timoshenko	21	14	35	33.7
Wavel	12	14	26.	15.
Exercise E:				
Allies	28	33	61	58.7
commando attack	32	26	58	55.7
Convoy	34	29	63	60.6
defensive	32	25	57	54.8
mine	30	27	57	54.8
offensive	23	19	42	40.5
plebiscite	8	11	19	18.2
priority	19	15	34	32.7
propaganda	36	39	75	72.1
rationing	28	40	68	65.5
sabotage	33	36	69	66.4
synthetic	29	30	59	56.6
Exercise F:				
Bizerte	9	3	12	11.5
Casablanca	12	12	24	23.2
Dakar	9	5	14	13.4
Darwin	11	2	13	12.5
Gibraltar	15	6	21	20.2
London	35	41	76	73.
Manilla	26	22	48	46.
Natal	5	1	6	5.7
Pearl Harbor	9	5	14	13.4
Port Moresby	3	5	8	7.7
Rangoon	20	17	37	35.6
Shanghai	31	34	65	62.6
Stalingrad	31	32	63	60.6
Valadivostock	10	7	17	16.3
Vichy	26	24	50	48.1

TABLE XXIX

SCHOOL B'S RESULTS FOR EXERCISE E

Total boys tested	63
Total girls tested	77
Pupils tested School B	140

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	%
Exercise A:				
Camacho	32	42	74	52.8
Churchill	60	69	129	92.1
Franco	35	39	74	52.8
Ghandi	50	57	107	76.4
Hitler	61	73	134	95.6
Kai-Shek	62	73	135	96.3
Mussolini	62	71	133	94.9
Roosevelt	61	75	136	97.
Stalin	61	67	128	91.3
Tojo	59	69	128	91.3
Wilhelmina	30	39	69	49.2
Vargas	21	30	51	46.4
Exercise B:				
Byrnes	22	14	36	25.7
Hull	21	13	34	24.3
Jeffers	20	22	42	29.9
Kaiser	54	53	107	76.4
Lewis	36	30	66	47.1
McNutt	53	60	113	80.6
Morgenthau	32	24	56	39.9
Stimson	18	17	35	24.9
Stone	23	23	46	32.8
Wallace	52	58	110	78.5
Willkie	39	28	67	47.8
Exercise C:				
Arnold	23	13	36	25.7
Doolittle	52	46	98	69.9
Eisenhower	48	33	81	57.8
Halsey	6	3	9	6.4
King	10	7	17	12.1
MacARthur	24	28	52	47.1
Marshall	17	10	27	19.2
Nimitz	4	2	6	4.2
Patton	20	4	24	17.1
Rickenbacker	50	43	93	66.4
Standley	17	16	33	23.5
Stilwell	11	9	20	14.2

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	%
Exercise D:				
Darlan	31	24	55	39.3
DeGaulle	35	23	58	41.3
Eden	31	40	71	50.6
Giraud	21	13	34	24.2
Goebbels	34	30	64	45.7
Litvinov	32	27	59	42.1
Montgomery	53	40	102	74.2
Rommel	59	51	110	78.5
Timoshenko	48	29	77	54.9
Wavel	26	26	52	47.1
Exercise E:				
Allies	48	46	94	67.1
commando attack	44	40	84	59.9
convoy	49	41	90	64.2
defensive	44	29	73	52.
mine	47	30	77	54.9
offensive	30	15	45	32.1
plebiscite	23	15	38	27.1
priority	16	24	40	28.5
propaganda	49	56	105	74.9
rationing	49	56	105	74.9
sabotage	53	53	106	75.6
synthetic	45	43	88	62.8
Exercise F:				
Bizerte	43	34	77	54.9
Casablanca	39	21	60	42.8
Dakar	37	19	56	39.9
Darwin	28	19	47	33.5
Gibraltar	27	19	46	32.8
London	53	59	112	79.9
Manilla	32	27	59	42.
Natal	20	12	32	22.8
Pearl Harbor	15	11	26	18.5
Port Moresby	30	19	49	45,
Rangoon	36	27	63	44.9
Shanghai	54	59	113	80.6
Stalingrad	52	57	109	77.8
Valadivostock	31	26	57	40.6
Vichy	42	41	83	59.2

TABLE XXX

SCHOOL C'S RESULTS FOR EXERCISE E

Total boys tested	38
Total girls tested	27
Pupils tested school C	65

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise A:				
Camacho	23	15	38	58.4
Churchill	36	27	63	96.8
Franco	23	14	37	56.9
Ghandi	34	21	55	84.5
Hitler	37	27	64	98.4
Kai-Shek	36	27	63	96.8
Mussolini	36	26	62	95.3
Roosevelt	35	28	63	96.8
Stalin	37	23	60	92.3
Tojo	35	25	60	92.3
Wilhelmina	28	24	52	79.9
Vargas	18	17	35	53.9
Exercise B:				
Byrnes	15	14	29	44.5
Hull	27	18	45	69.2
Jeffers	21	14	35	53.9
Kaiser	36	22	58	89.2
Knox	33	18	51	78.4
Lewis	34	20	54	83.
McNutt	26	12	38	58,4
Morgenthau	38	24	62	95.3
Stimson	26	13	39	59.9
Stone	21	10	31	47.6
Wallace	32	20	52	79.9
Willkie	31	21	52	79.9
Exercise C:				
Arnold	18	10	28	43.
Doolittle	34	21	55	84.5
Eisenhower	27	13	40	61.5
Halsey	8	7	15	23.
King	14	4	18	27.6
MacArthur	17	20	37	56.9
Marshall	18	9	27	41.4
Nimitz	11	6	17	26.1
Patton	16	7	23	35.3
Rickenbacker	33	19	52	79.9
Standley	10	5	15	23.
Stilwell	15	5	20	30.6

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise D:				
Darlan	21	16	37	56.9
DeGaulle	25	11	36	55.4
Eden	26	15	41	63.
Giraud	11	9	20	30.6
Goebbels	32	18	50	76.9
Litvinov	22	13	35	53.9
Montgomery	32	16	48	73.8
Rommel	37	20	57	87.5
Timoshenko	30	12	42	64.5
Wavel	18	10	28	42.9
Exercise E:				
Allies	35	26	61	93.8
commando attack	33	24	57	87.5
convoy	33	24	57	87.5
defensive	30	18	48	73.8
mine	33	26	59	90.7
offensive	26	15	41	63.
plebiscite	9	3	12	18.4
priority	25	19	44	67.6
propaganda	35	25	60	92.3
rationing	33	27	60	92.3
sabotage	35	24	59	90.7
synthetic	33	26	59	90.7
Exercise F:				
Bizerte	22	8	30	45.9
Casablanca	23	14	37	56.9
Dakar	21	11	32	49.4
Darwin	27	8	35	53.9
Gibraltar	28	11	39	59.9
London	36	28	64	98.4
Manilla	30	18	48	73.8
Natal	10	6	16	24.6
PearlHarbor	26	11	37	56.9
Port Moresby	17	8	25	38.4
Rangoon	24	15	39	59.9
Shanghai	33	27	60	92.3
Stalingrad	36	23	59	90.7
Valadivostock	24	14	38	58.4
Vichy	31	23	54	83.

TABLE XXXI

SCHOOL D'S RESULTS FOR EXERCISE E

Total boys tested	136
Total girls tested	136
Pupils tested School D	272

Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %	Person Word Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise A:					Exercise D:				
Camacho	82	70	152	55.6	Darlan	44	31	75	27.6
Churchill	125	125	250	91.7	DeGaulle	57	47	104	38.1
Franco	74	67	141	51.7	Eden	43	28	71	26.
Ghandi	97	96	193	69.8	Giraud	26	23	49	17.9
Hitler	131	131	262	96.2	Goebbels	76	54	130	47.7
Kai-Shek	132	131	263	96.5	Litvinov	26	24	50	18.4
Mussolini	128	120	248	91.	Montgomery	66	50	116	42.5
Roosevelt	131	132	263	96.5	Rommel	88	66	154	56.5
Stalin	115	108	223	81.8	Timoshenko	56	32	88	32.3
Tojo	130	125	255	93.5	Wavel	46	23	69	25.3
Wilhelmina	91	93	184	67.5					
Vargas	53	37	90	33.					
Exercise B:					Exercise E:				
Byrnes	27	10	37	16.8	Allies	90	86	176	64.5
Hull	54	43	97	35.5	commando attack	80	73	153	56.2
Jeffers	39	26	65	23.8	convoy	88	80	168	61.6
Kaiser	93	69	152	59.4	defensive	74	69	143	52.5
Knox	71	57	128	46.9	mine	86	74	160	58.7
Lewis	104	92	196	71.9	offensive	58	46	104	38.1
McNutt	46	36	82	30.	plebiscite	23	8	31	11.3
Morgenthau	68	51	119	43.6	priority	43	27	70	25.6
Stimson	38	24	62	22.7	propaganda	84	90	174	63.8
Stone	38	16	46	16.8	rationing	82	89	171	62.7
Wallace	87	77	164	60.1	sabotage	85	78	163	59.8
Willike	71	51	122	44.7	synthetic	89	86	175	64.2
Exercise C:					Exercise F:				
Arnold	34	12	46	16.9	Bizerte	48	33	81	29.7
Doolittle	92	73	165	60.5	Casablanca	46	31	77	28.2
Eisenhower	70	42	112	41.1	Dakar	44	25	69	25.3
Halsey	11	4	15	5.4	Darwin	42	32	74	27.2
King	39	13	52	19.	Gibraltar	48	38	86	31.5
MacArthur	56	51	107	39.2	London	93	92	185	67.8
Marshall	44	14	58	21.2	Manilla	69	59	128	46.9
Nimitz	25	5	30	11.	Natal	31	21	52	19.
Patton	38	6	44	16.1	Pearl Harbor	34	23	57	20.9
Rickenbacker	83	72	155	56.9	Port Moresby	32	16	48	17.6
Standley	17	5	22	8.	Rangoon	49	41	90	33.
Stilwell	26	16	42	15.4	Shanghai	87	89	176	64.5
					Stalingrad	75	77	152	55.9
					Valadivostock	32	42	74	27.2
					Vichy	68	76	145	53.1

TABLE XXXII

SCHOOL E'S RESULTS FOR EXERCISE E

Total boys tested	99
Total girls tested	77
Pupils tested School E	176

Person / Word / Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %	Person / Word / Place	CORRECT ANSWERS Boys #	Girls #	Total #	Total %
Exercise A:					Exercise D:				
Camacho	51	41	92	52.3	Darlan	47	28	75	42.6
Churchill	92	71	163	92.5	DeGaulle	50	26	76	43.1
Franco	44	25	69	39.2	Eden	32	18	50	28.4
Ghandi	78	63	141	80.	Giraud	22	8	30	17.1
Hitler	94	75	169	95.9	Goebbels	67	36	103	58.5
Kai-Shek	95	73	168	94.4	Litvinov	27	10	37	21.
Mussolini	90	70	160	90.8	Montgomery	63	35	98	55.7
Roosevelt	92	73	166	94.2	Rommel	71	44	115	65.2
Stalin	84	66	150	84.2	Timoshenko	47	21	68	38,7
Tojo	94	72	164	93.	Wavel	38	14	52	29.6
Wilhelmina	65	59	124	70.4					
Vargas	40	22	62	35.2					
Exercise B:					Exercise E:				
Byrnes	12	3	15	8.5	Allies	68	59	127	72.
Hull	33	14	47	26.6	commando attack	75	43	118	67.
Jeffers	33	11	44	24.9	convoy	77	46	123	70.
Kaiser	78	45	123	69.9	defensive	63	35	98	55.7
Knox	58	27	85	48.1	mine	77	50	127	72.
Lewis	82	59	141	80.	offensive	57	20	77	43.6
McNutt	30	15	45	25.4	plebiscite	27	10	32	18.6
Morgenthau	60	24	84	47.6	priority	28	20	48	27.3
Stimson	33	8	41	23.2	propaganda	71	57	128	72.5
Stone	19	6	25	14.1	rationing	76	57	133	75.6
Wallace	73	48	121	68.7	sabotage	74	54	128	72.5
Willkie	46	26	72	40.8	synthetic	68	42	110	62.3
Exercise C:					Exercise F:				
Arnold	28	4	32	18.1	Bizerte	39	18	57	32.5
Doolittle	82	54	136	72.2	Casablanca	37	21	58	32.9
Eisenhower	62	31	93	52.8	Dakar	37	17	54	30.6
Halsey	9	2	11	6.2	Darwin	47	22	69	39.2
King	27	5	32	18.1	Gibraltar	48	23	71	40.3
MacArthur	52	36	88	49.9	London	85	67	152	86.4
Marshall	31	6	37	21.	Manilla	54	36	90	51.1
Nimitz	15	1	16	9.6	Natal	20	11	31	17.6
Patton	21	3	24	13.6	Pearl Harbor	38	20	58	32.9
Rickenbacker	77	48	125	71.	Port Moresby	44	18	62	35.2
Standley	22	0	22	12.4	Rangoon	58	38	96	54.4
Stilwell	30	5	35	20.	Shanghai	65	62	127	72.
					Stalingrad	74	60	124	70.5
					Valadivostock	39	24	63	35.7
					Vichy	64	48	112	63.6

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The purpose of this study was to inquire into the attitudes and knowledge of children concerning the present world crisis, World War II. A careful review of available literature concerning children and the war revealed that many articles had been published on the war in newspapers and magazines. These articles deal mostly with psychological effects of the war upon children and emotional problems. Valuable information has been given us from foreign countries where people are heroically facing the dangers of war. Very few studies or surveys of children's attitudes and knowledge of war data have been found. Only one detailed study was found, this survey having been made in New York city before the United States of American was actively engaged in the present war.

A questionnaire of one hundred fifty statements was organized for this survey. The statements were expressed in a variety of ways for interest and for effectiveness of meaning. Exercises in yes-no statements, multiple choice, completion, checking and matching exercises were used in the questionnaire. Fifty statements of the questionnaire inquired into children's attitudes. One hundred statements sought correct answers to facts pertinent to the war. In its final printed form, the questionnaire was given during the month of June, nineteen hundred and forty-three to seven hundred and fifty-

seven junior high school pupils in three urban districts of New England, namely: Portland, Maine; Hartford, Connecticut, and in three districts near Boston, Massachusetts.

The results of the statements on attitudes are here interpreted. Ninety-six per cent of all the pupils tested were interested in news about the war, however, forty-eight per cent, less than one half of the entire group, considered themselves well informed on events of the war. Seventy-five per cent of the pupils considered the institution of war a waste of men, time and energy as nothing was permanently settled. Eighty-two per cent of those tested believed that America was right in entering the war.

As to the causes of the war fifty-four per cent believed that Japan had to go to war to gain more land for her crowded islands. Thirty-five per cent of the girls and boys felt that the Versailles Treaty was fair to all people involved and therefore it did not help to lay the foundation of the present war. Thirty-seven per cent, however, did not answer this statement, possibly indicating their lack of knowledge of the Versailles Treaty or what it stood for, and were thus unable to render an opinion. Eighty-nine and five tenths per cent of the pupils stated that we were not fighting this war mainly to help England hold her empire. Nearly ninety-two per cent believed that this war was being fought for the freedom of all people everywhere.

Concerning issues on government, sixty-two per cent of the pupils believed that governments should derive their powers from the people who are governed. About eighty-four per cent believed that a government should not exercise control over religion or over all

the right of its people. Ninety-one per cent of the pupils claimed that the best government wants all of its people to have equal shares of good s and property and fifty-one per cent of the pupils believed that the best way for our government to raise more money would be through higher income taxes.

In attitudes toward other countries, eighty-eight per cent of the pupils believed that England and America should send all possible aid to Russia. Eighty-four per cent believed that France should have her empire returned to her after the war and sixty-one per cent agreed with England's stand, that India should not be granted her freedom at this time. Fifty-one per cent stated that all people of the Axis nations will have to be completely crushed to insure lasting world peace.

Seventy-four per cent of the group thought that this world would be a better place to live in if people were more religious.

The pupils showed a strong feeling against our enemies. As to race, fifty-eight per cent of the pupils did not consider people of the white race superior to people of the black or yellow races. Eighty-seven per cent of the pupils believed that our negro people deserve much credit for their help in this war. Seventy-five per cent claimed that our Jewish people are making many worthwhile contributions to the war effort. As to individual people or nationalities, seventy-four per cent of the pupils claimed that they would like to be friendly with all Americans; fifty-five per cent wanted to be friendly with all Chinese; fifty-four per cent stated their

desire to be friendly with all Dutch people; sixty-one per cent would be friendly with all English; thirty-eight per cent would be friendly with all French people; fifty-three per cent would be friendly with some Germans and twenty-five per cent do not want to be friendly with any Germans; fifty-one per cent of the total group want to be friendly with some Italians; forty-seven per cent of those tested expressed the desire to be friendly with no Japanese, thirty-six per cent of the pupils expressed the desire to be friendly with all Mexicans; the greatest number, thirty-three per cent, want to be friendly with most negroes; fifty per cent wanted to be friendly with all Russians and thirty-one per cent of the entire group want to be friendly with some Spanizards. It will be noted that the Japanese, the Germans and the Italians were the most unpopular, while the American people and our allies were the most popular.

Ninety-five per cent of the group consider the men and women in the American armed forces the best fed, trained and equipped in the world. Sixty-three per cent claimed that the United States must win the war to remain a wealthy nation.

Fifty-nine per cent of the group believed it better to talk over one's fears with friends than to hold them to yourself. Three fourths of the group stated that America is not free from foreign attacks. One half of the children felt that air power was efficient and strong enough to destroy anything that floats in water. Seventy-eight per cent believed that no workers in an essential war industry should be allowed to strike in wartime.

Concerning the outcome of the war, forty-four per cent felt that we may expect the war to end within five years, only seven per cent of the pupils thought that the war would last ten or more years. Seventy-seven per cent of the group stated that we may expect the war against the Empire of Japan to last longer than the war in Europe and fifty-eight per cent agree that we should see the war to the finish and not have the war stop now and all nations make peace. Ninety-eight per cent of the pupils hoped that the United States and the Allies would win the war.

In their thinking of peace plans for the post war world, the pupils proved themselves to be non-isolationists. Seventy-six per cent stated that the United States should not keep to herself after this war, but rather, assist other nations in solving their problems. Forty-eight per cent did not favor the United States being the most powerful nation from the peace plans. Fifty-two per cent of the group felt that the Atlantic Charter should be the basis for world peace plans. Seventy-five per cent of the pupils believed that some form of international world government will be needed as well as local governments, and sixty-one per cent believed that a world police force may have to be maintained after the war to keep law and order.

The junior high school pupils tested in this survey stated that newspapers and radio programs were their chief sources of information on events of this war, aside from talking the events over with members of their immediate families and friends. Forty per cent

claimed that they obtained most of their war information from newspapers. Twentypnine per cent of the group stated that the radio was their chief source of news, while sixteen per cent claimed that they learned about the war mostly by talking with their families and friends. "Life" was the most popular magazine being selected as the best magazine by thirty-five per cent of the group. Eleven per cent of the group read "Time" magazine, while six per cent prefer the "Reader's Digest". Sixty-seven per cent reported some favorite magazine while thirty-three per cent claimed that they read no magazines, of particular interest on the war. "One World" by Wendell Willkie was the most read book, according to the survey, being read by seven per cent of the group. "Mission To Moscow" by J. E. Davies was second on the children's list having been read by only four per cent and about three per cent reported "Guadalcanal Diary" by R. W. Tregaskis as the most interesting book read on the war. A surprising number of pupils claimed that they had not read any book on the war. Five hundred twelve pupils or sixty-seven and five tenths per cent of the groups reported no books read. Many of the books reported by the children are to be found on adult reading lists. At the time of the presentation of the questionnaire quite a few good books for adolescents had been published but it is quite possible that these books had not found their way into the classroom. It may also be possible that schoo s are busy helping children learn to read but do not provide a satisfactory choice of up-to-date reading materials for pupils to read for enjoyment in their leisure time. It is quite apparent that

children do not read many books or at least they have not read many books concerning the war.

The results from the one hundred statements seeking knowledge of facts showed that the pupils were well informed on events of the war. Eighty-four per cent knew that the North African campaign had ended with a victory for the Allies. Sixty-eight per cent were correct that the Bismarck Battle was a severe defeat fro the Japanese and seventy-nine per cent knew that the American forces had driven the Japanese from Attu Island. Seventy-five to ninety per cent of the pupils were aware that the Nazis had invaded and conquered Belgium, Denmark, France, Poland and the Netherlands.

Sixty-eight per cent of the children realized that the Nazis do not make progress against the Russians in winter. Eighty per cent were correct in knowing that the submarine menace in the Atlantic ocean had not been wiped out at the time of the survey. Eighty-two per cent knew that the leaders of the chief Allied countries had met at Casablanca.

The pupils were well informed concerning events on the home front. Seventy-eight per cent knew that point rationing was introduced into this country from England. Seventy-seven per cent knew that the purpose of the OPA was to keep prices down. Ninety-one per cent were aware of the manpower shortage in Agriculture and ninety-six per cent had knowledge of the expensive strike among the coal miners.

Eighty-four per cent of the group knew that Brazil had joined the Allies and seventy-three per cent knew that the revolution in

Argentina, at the time may have led to more friendly relations with the Allied powers.

Fifty-eight per cent of the pupils were correct in knowing that essential natural resources needed in an industrial nation, like our own, are not evenly distributed throughout the world. Fifty-six per cent knew that blood plasma was not extensively used in World War I.

Many of the junior high school pupils tested in this survey were familiar with and could make proper associations with only the most prominent leaders of countries and of the armed forces, for both America and foreign countries. Chiang Kai-Shek was know by the largest number of pupils or ninety-six and five tenths per cent of the total group. President Roosevelt and A. Hitler were both known by by ninety-six and three tenths of the group. Tojo of Japan was known to ninety-two per cent of the pupils and W. Churchill was know to ninety-one and eight tenths per cent of the group. B. Mussolini was known to ninety-one per cent of the pupils. A. Camacho of Mexico, Queen Wilhelmina of Holland, M. Chandi of India, Franco of Spain were all known to forty-six or more per cent of the pupils. J. Stalin of Russia was recognized by about eighty-four per cent of the group. The least known of this group of internationally famous leaders was G. D. Vargas of Brazil who was known to only thirty-four per cent of the pupils. This group of famous people was the best known group to the majority of the children tested.

Group B brought before the children leaders on our home front, of these John Lewis was recognized by the greatest number

of pupils or seventy-six per cent. Henry Kaiser was known to about sixty-nine per cent of the group and H. Wallace was know to only fifty-five per cent of the pupils. Frank Knox, the Secretary of our Navy, Henry Morgenthau, U. S. Secretary of Treasury, and Wendell Willkie were know to only forty to fifty per cent of our pupils. Six of the home front leaders of the period were known to thirty per cent or less of the groups.

Of the leaders of our armed forces, at that time, the pupils knew only four. J. Doolittle was known to seventy per cent of the group. E. Rickenbacker was recognized by sixty-five per cent, D. D. Eisenhower, who had led the North African campaign was known by only forty-eight per cent of the group and General MacArthur, leader of early heroes of the Philippines, was recognized by only forty-three per cent of the pupils. H. Arnold, W. Halsey, E. J. King, Chester Nimitz, G. Patton, W. H. Standley and J. W. Stilwell were known to less than twenty-two per cent of the group tested.

Of foreign leaders on the war front, E. Rommel was known by the greatest number of pupils or sixty-five per cent. B. Montgomery, brillant English leader of the famous eighth army, and J. Goebells were knwon by fifty-four per cent of the girls and boys. C. DeGaulle, French leader, and S. Timoshenko, Russian leader, were known to only forty and forty-one per cent of the group.

In the groups testing the meaning of war terms the following were known to sixty per cent or over of the group: Allies, commando attack, convoy, mine, propaganda, rationing, sabotage and synethetic.

The pupils were not familiar with strategic centersof war activity. London, England was known to the greatest number of pupils or only seventy-eight per cent. Shanghai, China was known to seventy-one and four tenths per cent of the pupils and Stalingrad was known to sixty-seven per cent. The places known to the least number of pupils, according to the associations to be made in the exercise, included Natal, Dakar, Port Moresby and Pearl Harbor. These places were known to twenty-five per cent or less of the group.

There was very little difference among the groups tested, although they are widely separated throughout New England, regarding their reactions or attitudes to the topics on the war considered. Example: Statement A, number three,"America should have kept out of this war." Of the seven hundred fifty-seven pupils tested in all of the schools, eighty-two and four tenths per cent or six hundred and twenty-four pupils believed "NO" or that America was right in entering this war. For each district the results were as follows: School A,seventy-nine and nine tenths per cent believed "NO"; School B, eighty-two per cent said "NO"; School C, nearly eighty-eight per cent said "NO"; in School D, nearly eighty-four per cent of the girls and boys said "NO", and in School E, eighty per cent of the pupils believed "NO". Another example, showing the sameness of attitude regardless of locality, may be taken from statement eighteen in exercise A -- "This would be a better world if people were more religious." Total results seventy-three and three tenths per cent of the pupils said "Yes". Results of School A, nearly eighty-three per cent said "YES"; School B, seventy-one per cent said "YES"; about sixty-eight per cent of School C, about seventy-five

per cent of School D believed, "YES"; and seventy-one per cent of School E believed the same.

Conclusions. The pupils of the junior high school groups tested for this survey were interested in the various phases of the war, they were well informed on events of this war. These pupils were not as well informed concerning the people or places in the war news.

By direct questioning and indirect testing, the pupils showed their faith in the democratic principles of our government. These young people favor President Roosevelt's four freedoms, show an appreciation of religion as a force for the good of mankind, and although most of the pupils do not consider war the best way for nations to settle disputes, they are strongly in favor of assisting our heroic Allies to a victory of unconditional surrender over our aggressors, the Empire of Japan and the German Reich.

The results of the questionnaires showed the pupils to be tolerant and totally unselfish in their attitudes toward other races, people and nations. Although junior high school pupils may have no direct relationships with people of foreign countries, they do hold definite opinions, either favorable or unfavorable, toward foreign people. It may be reasonably assumed that by this grade level some of the girls and boys have acquired some degree of intellectual tolerance of others and are not as easily influenced by emotions as are younger pupils. In several instances these junior high school pupils showed, in general, clear thinking and good judgment, their answers being

based upon a knowledge of the facts involved and the ability to reason according to this information.

The thinking of our young people is greatly influenced by newspaper articles and programs on the radio. No child can avoid hearing war news nor can he escape the effects of this war to some degree. According to this survey, girls and boys of junior high school age do not read many books concerning the war; they seem to prefer lighter reading material as is available in picture magazines and newspapers.

These junior high school pupils possessed a keen interest in war heroes as is typical of this age group. Men who had made sensational headlines in the news or on the radio were known to the majority of the pupils.

An objective questionnaire, the statements of which are based upon the expressions and thoughts of the young people themselves, may bring satisfactory results. Granting the shortcomings of any test or questionnaire to accomplish all that it plans to, this questionnaire of one hundred and fifty statements, used in this survey to test the attitudes and knowledge of junior high school pupils on World War II, proved to be adequate.

BOSTON UNIVERSITY

GRADUATE SCHOOL

An Abstract of a Thesis

ATTITUDES AND KNOWLEDGE OF CHILDREN REGARDING THE PRESENT WORLD CRISIS, WORLD WAR II

by

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(B.S. in Ed., Boston University, 1939)
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The First Reader, Dr. W. Linwood Chase, Professor of Education

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An Abstract of a Thesis

ATTITUDES AND KNOWLEDGE OF CHILDREN REGARDING

THE PRESENT WORLD CRISIS, WORLD WAR II

Many educators realize that one source of the strength of a nation lies in the ability of its youth to understand, to uphold, and to perpetuate the beliefs of that nation. The attitudes and knowledge held by our junior high school pupils of today will unite to form the foundation or basis from which their reasoning and actions will materialize in the post war world. These pupils must become aware of the riches, both tangible and intangible, the vastness and the potency of the heritage that is theirs.

The purpose of this survey was to inquire into the attitudes and knowledge held by girls and boys of grade seven concerning different features of the present world crisis, World War II.

The questionnaire, organized for this purpose, contained one hundred and fifty items, concerning events, people, places, and essential phases of the war effort. The research for the selection of the items for the questionnaire required a careful study of books, magazines and newspapers for the eighteen months after we entered the world conflict. Exercises of yes-no statements, multiple choice, completion, checking and matching exercises were used. Fifty items were states to inquire into the pupils' attitudes, one hundred items sought a knowledge of facts. The final printed

questionnaire was taken by seven hundred and fifty-seven pupils in June, nineteen hundred and forty-three. Three hundred eighty-four boys and three hundred seventy-three girls were tested. These pupils attending junior high schools in Portland, Maine; Hartford, Connecticut; Brookline, Newton, and Wellesley in Massachusetts.

The results of the questionnaire survey, a few of which are given here, showed that the pupils were well informed concerning events of this war; they were not as well informed concerning particular people, their work, or places of strategic importance. Ninety-six per cent of the pupils expressed interest in war news, only forty-eight per cent considered themselves well informed. Eighty-two per cent believed that America was right in entering the war. Nearly ninety-two per cent believed that this war was being fought for the freedom of all people everywhere. Seventy-five per cent were against war but felt that we should continue now until victory for us.

The pupils expressed faith in the democratic principles of our way of life. Sixty-two per cent believed that governments should derive their powers from the people governed. Eighty-four per cent believed that a government should not exercise control over religion or over all rights of a people. Seventy-four per cent thought that this would be a better world if people were more religious.

The girls and boys were tolerant in their attitudes toward races of people and nations; they were unselfish in urging aid to to our Allies, particularly to Russia. The most popular people, other than the Americans, were our heroic Allies: the English, Chinese, Dutch, Russians and the French people. The most unpopular groups were the Japanese, Germans, and the Italian people.

Concerning the post war peace plans, most pupils were non-isolationists. Seventy-six per cent stated that the United States should not keep to herself after t is war, but rather, assist other nations in solving their problems. Forty-eight per cent did not favor the United States becoming the most powerful nation in the world. Fifty-two per cent felt that the Atlantic Charter should be the basis for world peace plans. Seventy-five per cent believed that some form of international world government would be needed as well as local governments, and sixty-one per cent believed that a world police force may have to be maintained after the war to keep law and order.

Newspapers and radio programs were the chief sources of information. "Life" magazine was read by thirty-five per cent of the group. Eleven per cent read "Time", and six per cent prefer the "Reader's Digest." Thirty-three per cent named no magazines. "One World," by Wendell Willkie, was read by seven per of the group. Four per cent had read "Mission to Moscow" by J. E. Davies, three per cent reported "Guadalcanal Diary" by R. W. Tregaskis as

a most interesting war book. Five hundred twelve pupils or sixty-eight per cent reported no books read.

Accurate knowledge of War terms, campaign battles and happenings on the home front was recorded. The pupils were not familiar with strategic centers of war activity; London, England, being known to only seventy-eight per cent; Shanghai, China to only seventy-one per cent of the group.

Many pupils were familiar with only the most prominent leaders of countries and the armed forces. Chiang Kai-Shek, President Roosevelt, A. Hitler, Tojo, Winston Churchill, B. Mussolini, and Joseph Stalin were known, in the order given, by the greatest number of pupils. John Lewis, one of the twelve home front leaders listed, was best known or to seventy-six per cent of the group. Testing for knowledge of heroes and the leaders of our armed forces, at that time, J. Doolittle, E. Rickenbacker, D. D. Eisenhower and D. MacArthur were the best known. E. Rommel, G. Montgomery and J. Goebbels were the best known foreign leaders.

There was no essential difference in the pupils' reactions from the different districts tested. Much literature is available concerning children and the war, particularly on children's emotional and adjustment problems. Foreign countries have generously told us of their war experiences and management, however, few detailed surveys of children's attitudes and knowledge of war data have been completed to date, in this country.

APPENDIX

A QUESTIONNAIRE ON WORLD WAR II
JUNE, 1943

School ..... Boy ..... Girl ..... Age ..... Grade .....

A. DIRECTIONS: Before each statement there is a plus and a minus sign. If you believe or agree with the statement draw a circle around the plus sign. Example: + — I am an American. Draw the circle around the plus sign. If you do not agree with a statement draw a circle around the minus sign. Example: + — I live in Brazil. If you do not understand a statement and cannot answer it, place a question mark before the number of the statement.

I believe:

	YES	NO	
1.	+	—	I am interested in news about the war.
2.	+	—	I consider myself well informed on events of this war.
3.	+	—	America should have kept out of this war.
4.	+	—	Governments should get their power from the people who are governed.
5.	+	—	The Russians should be sent all the aid possible from England and America.
6.	+	—	It would be best for the war to stop now and all nations make peace.
7.	+	—	People of the white race are better than black people or yellow people.
8.	+	—	The government should control religion and all rights of its people.
9.	+	—	The best government wants all its people to have equal shares of goods and property.
10.	+	—	Our Negro people deserve much credit for their help in this war.
11.	+	—	Japan had to go to war to gain more land for her crowded islands.
12.	+	—	The peace after the war should be based upon the Atlantic Charter.
13.	+	—	After the war the United States should keep to herself and not interfere with other nations or try to help them solve their problems.
14.	+	—	The best peace plans will make the United States the most powerful nation in the world.
15.	+	—	A world police force will have to be maintained after the war to keep law and order.
16.	+	—	France should be given back her empire after the war.
17.	+	—	We are fighting this war mainly to help England hold her empire.
18.	+	—	This would be a better world if people were more religious.
19.	+	—	After this war an international world government will be needed as well as local governments to insure lasting peace.
20.	+	—	The Versailles Treaty was not fair to all people involved and thereby helped lay the foundation for the present war.
21.	+	—	India should be given her freedom now.
22.	+	—	I hope the United States and Allies will win the war.
23.	+	—	All people of the Axis nations will have to be completely crushed to insure peace.
24.	+	—	No workers in an essential war industry should be allowed to strike in wartime.
25.	+	—	Our Jewish people are making many worthwhile contributions to the war effort.
26.	+	—	The men and women in the American armed forces are the best fed, trained and equipped in the world.
27.	+	—	We are fighting this war for the freedom of all people everywhere.
28.	+	—	The North African campaign has ended with a victory for the Allies.
29.	+	—	The South American country still friendly with the Axis is Brazil.
30.	+	—	Natural resources needed in an industrial nation, like our own, are evenly distributed throughout the world.
31.	+	—	Point rationing was introduced into this country from England.
32.	+	—	Nothing that floats is safe against efficient air forces.
33.	+	—	The Bismarck Battle gave the Japanese a decisive victory.
34.	+	—	The Nazis make their greatest progress against the Russians in winter.
35.	+	—	The OPA has set a list of ceiling prices to keep prices up.
36.	+	—	The use of blood plasma was extensively used in World War I.
37.	+	—	There is a manpower shortage in Agriculture.
38.	+	—	The submarine menace in the Atlantic ocean has been wiped out.
39.	+	—	The leaders of the chief Allied countries recently met in Casablanca.
40.	+	—	Every six months in this war we are spending as much money as we did for the whole of World War I.

41. + — It is better to talk over your fears with friends than to hold them to yourself.
42. + — America is free from and should not fear any foreign attacks from her enemies.
43. + — The Japanese have been driven from Attu Island by American forces.
44. + — The revolution in Argentina may lead to more friendly relations with Allied powers.
45. + — We can expect the war against Japan to last longer than the war in Europe.
46. + — No matter who wins the war, the United States will always be wealthy.

B. DIRECTIONS: In the choice questions place the number of the answer that you select on the line before the statement. Example:.....A horse is (1) a plant (2) an animal (3) a fish. What number should be placed on the line before the sentence?

1.....One of our best bombers is the (1) Zero (2) Liberator (3) Messerschmidtt.

2.....In one day a transport plane can fly to Dakar and return to Natal (1) once (2) twice (3) three times.

3.....Lieut. General Frank Andrews, recent commander of the Allied front in Europe, was (1) promoted (2) transferred to the Pacific area (3) killed in Iceland.

4.....There has been nationwide talk over a recent strike among (1) factory workers (2) coal miners (3) ship workers.

5.....Wars are (1) the best way for nations to settle their differences (2) a good way to reduce crowded regions of the world (3) a waste of men, time and energy as they settle nothing.

6.....The best way for our government to raise more money would be (1) place higher taxes on business (2) increase sales taxes (3) have higher income taxes.

7.....We may expect the war to end within (1) 2 years (2) 5 years (3) 10 or more years.

8.....I gain most of my information on the war from (1) magazines (2) radio programs (3) talking with my family and friends (4) discussions at school (5) newspapers.

9.....The best magazine that I read concerning the war is .....

10.....The most interesting book that I have read on the war is .....

C. Every person has opinions about other people and other lands. Do you think you would like to be friendly with the people named below? Draw a line under the word that best describes how you feel about each group of people.

I want to be friendly with—

1.	No Americans	Some Americans	Most Americans	All Americans
2.	No Chinese	Some Chinese	Most Chinese	All Chinese
3.	No Dutch people	Some Dutch people	Most Dutch people	All Dutch people
4.	No English	Some English	Most English	All English
5.	No French	Some French	Most French	All French
6.	No Germans	Some Germans	Most Germans	All Germans
7.	No Italians	Some Italians	Most Italians	All Italians
8.	No Japanese	Some Japanese	Most Japanese	All Japanese
9.	No Mexicans	Some Mexicans	Most Mexicans	All Mexicans
10.	No Negroes	Some Negroes	Most Negroes	All Negroes
11.	No Russians	Some Russians	Most Russians	All Russians
12.	No Spaniards	Some Spaniards	Most Spaniards	All Spaniards

D. Check (√) the European countries that have been invaded and conquered by the Nazis.

1.....Belgium
2.....Denmark
3.....England
4.....France
5.....Poland
6.....Russia
7.....Spain
8.....Switzerland
9.....The Netherlands
10.....Turkey

E. In each exercise below (A, B, C, D, E, F), put the number of the item in Column II opposite the name of the person in Column I with which it is most closely associated. In exercise F the the names of cities are to be matched with the countries in which they are located.

Column I	Column II
Exercise A	
.....Avila Camacho	1. Brazil
.....Winston Churchill	2. China
.....Francisco Franco	3. England
.....Mohandas Ghandi	4. Germany
.....Adolf Hitler	5. India
.....Chiang Kai-Shek	6. Italy
.....Benito Mussolini	7. Japan
.....Franklin D. Roosevelt	8. Mexico
.....Joseph Stalin	9. Netherlands
.....Kideki Tojo	10. Persia
.....Queen Wilhelmina	11. Russia
.....Getulio D. Vargas	12. Spain
	13. Turkey
	14. United States
Exercise B	
.....James F. Byrnes	1. Chief Justice of the Supreme Court
.....Cordell Hull	2. Good Will Ambassador
.....William Jeffers	3. Manpower head
.....Henry Kaiser	4. President of the United Mine Workers
.....Frank Knox	5. Rubber coordinator
.....John L. Lewis	6. Ship Builder
.....Paul McNutt	7. Speaker of the House
.....Henry Morgenthau	8. U. S. Secretary of Labor
.....Henry Stimson	9. U. S. Secretary of Navy
.....Harland F. Stone	10. U. S. Secretary of State
.....Henry A. Wallace	11. U. S. Secretary of Treasury
.....Wendell L. Willkie	12. U. S. Secretary of War
	13. Vice president of the United States
	14. War Mobilization Director
Exercise C	
.....Henry H. Arnold	1. Admiral in command of our Pacific fleet
.....James Doolittle	2. Allied commander in the South Pacific
.....Dwight D. Eisenhower	3. Commander of the Russian front
.....William F. Halsey	4. Allied commander of North African front
.....Ernest J. King	5. Allied commando leader
.....Douglas MacArthur	6. Commander-in-Chief of the U. S. Fleet
.....George C. Marshall	7. Commander in China-Burma-India area
.....Chester Nimitz	8. Commander of the U. S. Army Air Forces
.....George Patton	9. Hero of the Philippines
.....Edward Rickenbacker	10. Leader of the air raid on Tokyo
.....William H. Standley	11. Rescued air hero
.....Joseph W. Stilwell	12. U. S. Ambassador to Russia
	13. U. S. Army Chief-of-Staff
	14. U. S. Tank Corp.

Exercise D

.....Jean Darlan	1. Ambassador to Turkey
.....Charles DeGaulle	2. Assassinated French leader
.....Anthony Eden	3. British Commander-in-Chief in India
.....Henri H. Giraud	4. British Foreign Secretary
.....Josef Goebbels	5. German Field Marshal defeated in Africa
.....Maxim Litvinov	6. German Propaganda Minister
.....Bernard Montgomery	7. German Submarine Commander
.....Erwin Rommel	8. Leader of the British 8th Army
.....Semen Timoshenko	9. Leader of the Free French
.....Archibald Wavel	10. Russian Ambassador
	11. Russian Army leader
	12. Pro-Nazi French leader

Exercise E

.....Allies	1. an armed escort
.....commando attack	2. direct vote of the people
.....convoy	3. distribute goods in limited amounts
.....defensive	4. explosives concealed in land or water
.....mine	5. facts not always true
.....offensive	6. fight to protect home soil
.....prebiscite	7. first choice
.....priority	8. friends
.....propaganda	9. last to receive goods
.....rationing	10. made artifically
.....sabotage	11. quick raid
.....synthetic	12. Secretly destroy goods
	13. total blackout
	14. war carried to foreign soil

Exercise F

.....Bizerte	1. Australia
.....Casablanca	2. Brazil
.....Dakar	3. Burma
.....Darwin	4. China
.....Gibraltar	5. England
.....London	6. France
.....Manilla	7. French West Africa
.....Natal	8. Morocco
.....Pearl Harbor	9 New Guinea
.....Port Moresby	10. Oahu
.....Rangoon	11. Philippine Islands
.....Shanghai	12. Russia
.....Stalingrad	13. Siberian Russia
.....Valadivostock	14. Spain
.....Vichy	15. Tunisia
	16. United States
	17. Venezuela

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